DOCUMENT RESUME

ED 473 906 SO 034 512

TITLE	Tennessee Social Studies Curriculum Standards. K-8 Standards, Learning Expectations, and Performance Indicators.
INSTITUTION	Tennessee State Dept. of Education, Nashville.
PUB DATE	2002-08-21
NOTE	166p.
AVAILABLE FROM	Tennessee Department of Education, Office of Curriculum and Instruction, Andrew Johnson Tower, 5th Floor, 710 James Robertson Parkway, Nashville, TN 7243-0379. Tel: 615-532-6300; Fax: 615-532-8536. For full text: http://www.state.tn.us/ education/.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC07 Plus Postage.
DESCRIPTORS	*Academic Standards; Benchmarking; Citizenship Education; Cultural Context; Economics; Elementary Education; Geography; History; Middle Schools; Psychology; *Public Schools; *Social Studies; Sociology; *State Standards; United States Government (Course)
IDENTIFIERS	Curriculum Standards; *Performance Indicators; *Tennessee; Tennessee Comprehensive Assessment Program

ABSTRACT

The Tennessee social studies state standards present a vision of every child matriculating into a civic-minded citizen armed with the six content (culture; economics; geography; government and civics; history; and individuals, groups, and interactions) and four process standards of knowledge (communication; data analysis; historical awareness; and acquiring information). The philosophy is that process and content standards should be taught in an integrated manner, not in isolation. The learning expectations identify the essential and broad core of learning. Grade-level specific accomplishments delineate the skills and knowledge necessary to master the learning expectations at each grade. Learning expectations and accomplishments mastered within each grade cluster are assessed at the benchmark grades of three, five, and eight. The document's benchmark pages reflect performance indicators, detailing the level of achievement for each grade cluster. These performance indicators are divided into two categories: (1) state assessed; and (2) teacher observed. The Tennessee comprehensive assessment program evaluates the state performance indicators. In the classroom, teachers assess the teacher performance indicators through observation and other authentic methods. Within each category the indicators are divided into three levels: (1) below proficient; (2) proficient; and (3) advanced. All students are expected to master all three levels by the end of the grade cluster. The social studies standards include standards, learning expectations, and performance indicators for the following curriculum areas: K-8 social studies, U.S. history, world history, world geography, U.S. government, civics, sociology, economics, and psychology. Appendices provide a glossary of terms, resource materials, lists, and related information. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 906

Tennessee Department of Education

Social Studies Curriculum Standards

K-8 Standards, Learning Expectations and Performance Indicators

http://www.state.tn.us/education/ci/cicurassessedstandards.htm

Updated August 21, 2002

SO 034 512

Tennessee Department of Education
Office of Curriculum and Instruction
Andrew Johnson Tower - 5th Floor
710 James Robertson Parkway
Nashville, Tennessee 37243-0379
Phone (615) 532-6300 Fax (615) 532-8536

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. B. Poulton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

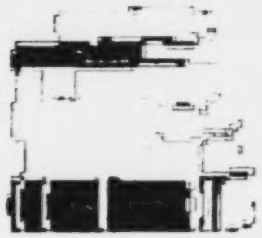
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Tennessee Social Studies Curriculum Standards

K-8 Standards, Learning Expectations

and Performance Indicators

Updated August 21, 2002



Curriculum Committee (2001) 2
Organization of Curriculum Standards 5
Coding Assistance Sheet 8
Process Standards 9
Kindergarten - Third Grade Standards, Learning Expectations & Performance Indicators 11
Kindergarten Accomplishments 21
First Grade Accomplishments 25
Second Grade Accomplishments 29
Third Grade Accomplishments 34
Fourth Grade Standards, Learning Expectations and Performance Indicators. 39
Fourth Grade Accomplishments 50
Fifth Grade Standards, Learning Expectations and Performance Indicators 57
Fifth Grade Accomplishments 69
Sixth Grade Standards, Learning Expectations and Performance Indicators 77
Sixth Grade Accomplishments 90
Seventh Grade Standards, Learning Expectations and Performance Indicators. 98
Seventh Grade Accomplishments 109
Eighth Grade Standards, Learning Expectations and Performance Indicators 116
Eighth Grade Accomplishments 132
Social Studies Glossary 143

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

CURRICULUM COMMITTEE 2001

Hal Ashe	McNairy County School System
Mary Catherine Bradshaw	Metro-Davidson County School System
Peggy Broyles	Washington County School System
Elizabeth Calvert	Shelby County System
Peggy Carter	Lebanon City School System
Cammy Colby	Jackson/Madison County School System
Kathy Coley	Knox County School System
Tracey Cook	Johnson City School System
Brett Coulter	Maryville City School System
Pam Copeland	Weakley County School System
Barth Derryberry	Franklin County School System
Scott Dorsett	Lenoir City School System
Carolann Farmer	Cheatham County School System
Paul Fleming	Metro-Davidson County School System
Heather Green	Metro-Davidson County School System
Sandra Griffin	Hamilton County School System
Alvin Harris	Memphis City School System

Jeffrey Hawkins	University of Memphis
Doug Heffington	Middle Tennessee State University
Deborah Hodge	Hardeman County School System
Brooke Hodges	Huntindgon Special School District
Ann Huff	Cheatham County School System
Mary Humphrey	Knox County School System
Virginia Jefferson	Metro-Davidson County School System
Denise Johnson	Knox County School System
William Kantz	Metro-Davidson County School System
Catherine Kelly	Metro-Davidson County School System
Mike Mansfield	Warren County School System
Charles Mattioli	East Tennessee State University
Denee Mattioli	East Tennessee State University
Chad McGee	Warren County School System
Wallace Milam	Dyersburg City School System
Brian Partin	Metro-Davidson County School System
David Poss	Hamilton County School System
Marsha Reynolds	Jackson/Madison County School System
Jeff Roberts	Knox County School System
Don Roe	Jackson/Madison County School System
Dean Schneitman	Sevier County School System
Neil Skalitzky	Williamson County School System
Gina Smallwood	Lebanon City School System
Dorothy Stone	Hamilton County School System

Kristy Sullivan	Lebanon City School System
Hardy Thames	Memphis City School System
Regina Tullock	Knox County School System
Roger Ward	Knox County School System
Debbie Williams	Roane County School System
Elizabeth Hume	Shelby County School System
Norma Sanborn	Bedford County School System
Chris Cagle	Sequatchie County School System
Beverly Lowe	Wilson County School System
Elaine Pearson	Wilson County School System
Tiffany Block	Willliamson County School System
Brad Causey	Cheatham County School System
Danielle Smith	Sumner County School System
Carl Pettes	Dickson County School System
Jim Bills	Metro-Davidson County School System
Heather Wilmore	Lebanon City School System
Michelle Davidson Ungurait	Tennessee Department of Education

Organization of Social Studies Curriculum Standards

Michelle Davidson Ungurait, Social Studies Consultant

History is the witness that testifies to the passing of time; it illumines reality, vitalizes memory, provides guidance in daily life and brings us tidings of antiquity.
Marcus Tullius Cicero (106 BC - 43 BC), Pro Publio Sestio

Organization of the document

The Social Studies Curriculum Standards include the Process Standards, Content Standards, Learning Expectations and Accomplishments necessary to insure that K-12 Tennessee students develop the social studies skills needed to succeed in school, in the workplace, and in their lives. The foundation of the curriculum standards includes the four process standards: communication, data analysis, historical awareness, and acquiring information and six content standards: culture, economics, geography, government and civics, history, and individuals, groups, and interactions. However, the guiding philosophy of this document is that the process and content standards should be taught in an integrated manner, not in isolation.

The learning expectations identify the essential and broad core of learning. The grade level specific accomplishments delineate the skills and knowledge necessary to master the learning expectations at each grade. The learning expectations and accomplishments mastered within each grade cluster will be assessed at the benchmark grades of three, five, and eight.

On the benchmark pages, performance indicators detail the level of achievement for each grade cluster. These performance indicators are divided into two categories: state assessed and teacher observed. The Tennessee Comprehensive Assessment Program (TCAP) will evaluate the state performance indicators.

Classroom teachers will assess the teacher performance indicators through observation and other authentic methods. Within each category the indicators are leveled as follows: Level 1: Below Proficient, Level 2: Proficient and Level 3: Advanced. All students should master all three levels by the end of the grade cluster. Unlike the end of course assessments and Gateway examinations, level 3 indicators are not extensions of learning but are part of the required mastery.

The Social Studies Standards include standards, learning expectations, and performance indicators for the following curriculum areas: K-8 Social Studies, American History,

World History, World Geography, Government, Civics, Sociology, Economics, and Psychology. Included in this document is an appendix which provides a glossary of terms, resource materials, lists, and further information on a number of topics related to the curriculum standards and their development.

Development of the document

In Tennessee the mandate to develop curriculum standards for Social Studies is dictated by policy. According to Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools: "The State Board of Education shall adopt a curriculum framework for each subject area, grades K-12 . ...The approved framework shall be the basis for planning instructional programs in each local school system." With this charge the Tennessee Department of Education formed the Social Studies Curriculum Standards Committee consisting of K-12 Social Studies teachers, state department personnel, and higher education representatives. The curriculum standards committee used the current Tennessee standards, the ten National Council for the Social Studies standards, curriculum guides from other states and current educational research to aid in revising the K-12 curriculum. Although social scientists have the reputation of being a contentious lot, this committee agreed on the importance of creating a cohesive and comprehensive social studies curriculum and unanimously worked together in harmony to achieve their set goals.

Purpose of the document

The curriculum standards are designed to provide guidelines in planning and implementing curriculum at the state, local system and individual school levels. This document is based on the important concept that the social sciences are a symbiotic set of disciplines that require a competency within each rather than a mastery of only one. Students at every grade level apply similar social studies process skills and concepts to increasingly complex and new materials. Students build upon and refine their knowledge, gaining sophistication and independence as they grow.

Philosophy of the document

The Tennessee Social Studies K-12 committee believes that the Social Studies Standards will guide K-12 institutions in understanding a comprehensive and statewide social studies coursework for Tennessee's school children. The Social Studies Standards integrate many philosophical and instructional approaches in order to enable students to achieve a true understanding of the world. These standards encourage a dialogue among students, teachers, and parents throughout the student's entire social studies coursework.

Vision of the document

The Tennessee Social Studies Standards K-12 present a vision of every child matriculating into a civic minded citizen armed with the six content and four process standards of knowledge. These standards guide and support school systems in their

attempts to build a rigorous Social Studies Curriculum. The Social Studies committee wrote these standards for all students regardless of their age, gender, cultural or ethnic group, disabled, or interest in the social studies. The Social Studies committee developed these standards with different learning styles and multiple assessments specifically in mind.

Coding Assistance Sheet

This coding assistance sheet will help you interpret the coding for the performance indicators and accomplishments in the K-8 curriculum standards.

Performance Indicator Coding

3.	*3.*	*spi.*	*1*
grade level	standard number	state performance indicator	indicator number
3.	*3.*	*tpi.*	*1*
grade level	standard number	teacher performance indicator	indicator number

Accomplishment Coding

K.	*1.*	*01.*	*a*
grade level	standard number	learning expectation	accomplishment

PROCESS STANDARDS

To be used with ALL grades

Acquiring Information: Acquiring Information involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources. These sources include printed materials, maps, graphic representations, and artifacts, physical and human environmental elements, media and technology sources.

"Acquiring Information" emphasizes the learners' use of a broad base of strategies to

- Read to gain literal meaning
- use chapter and section headings, and topic sentences to select main ideas
- detect cause and effect relationships
- distinguish between fact and opinion to recognize propaganda
- recognize author bias
- use picture clues and picture captions to aid comprehension
- read from a variety of sources
- use maps, graphs, globes, media and technology sources
- discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies.

Analysis of Data and Problem Solving: Problem solving involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

"Problem Solving and Analysis of Data" emphasizes the learners' use of a broad base of strategies to:

- identify relevant factual material
- classify information by source, chronology, and importance
- critically examine data from a variety of sources
- detect bias in data presented in a variety of forms
- compare and contrast data
- note cause/effect relationship and draw inferences from a variety of data
- predict likely outcomes and recognize cases in which more than one interpretation of data is valid
- reinterpret data to develop alternative outcomes and their likely effects on subsequent events/issues
- use available data to devise new situation and outcomes
- demonstrate an understanding of the data through written, visual, or oral methods
- extract significant ideas from supporting details,
- combine critical concepts in a statement of conclusion based on information
- determine whether information is pertinent to the topic

- test the validity of the information using such criteria as source, objectivity, technical correctness, and currency

Communication: Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural communities, and global networks by oral, written, symbolic, visual, and technological means.

"Communication" emphasizes the learners' use of a broad base of strategies to:

- transmit ideas through speeches
- demonstrate conflicting ideas through debate
- summarize judgments through essays
- demonstrate ideas through dramatizations
- transmit ideas through discussions
- demonstrate emotions through the creation of visuals
- demonstrate beliefs through multimedia projects
- recognize beliefs through simulation and role play.

Historical Awareness: Historical Awareness, integral to all of the Social Studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

"Historical Awareness" emphasizes the learners' use of a broad base of strategies to:

- read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources
- prepare and analyze maps, charts, and graphs
- construct and analyze timelines
- utilize community resources such as field trips, guest speakers, and museums
- incorporate the use of technological resources
- utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

KINDERGARTEN – THIRD GRADE

Standards, Learning Expectations, and Draft Performance Indicators

Culture

Content Standard: 1.0

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

Third Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 3.1.spi.1. recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).

at Level 2, the student is able to

- 3.1.spi.2. determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter by interpreting pictures).
- 3.1.spi.3. differentiate the cultural population distribution in the United States using a bar graph.

at Level 3, the student is able to

- 3.1.spi.4. interpret a chart or map identifying major cultural groups of the world.

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to:

- 3.1.tpi.1. exhibit model behavior during a guest speaker's presentation on cultural aspects.
- 3.1.tpi.2. make and sample foods from regions around the world in order to examine the relationship of the environment and cultural ways people meet their needs.
- 3.1.tpi.3 recognize that the world is made up of many people, and their history may differ from the student's own by examining artifacts such as a cultural time capsule or a cultural suitcase.

at Level 2, the student is able to

- 3.1.tpi.4. study, perform, or listen to music from different cultures.
- 3.1.tpi.5. create an original piece of work that reflects a specific culture reflecting how different cultures use symbols to communicate with each other.
- 3.1.tpi.6. examine cultural folklore and legends from different regions around the world.
- 3.1.tpi.7. investigate the cultural heritage of specific individuals in order to understand the relationships among cultures and ethnic groups.
- 3.1.tpi.8. describe customs, celebrations, and traditions of racial, ethnic, and religious groups in Tennessee and around the world.

at Level 3, the student is able to

- 3.1.tpi.9. create a portfolio individually or with a group on specific cultural groups.
- 3.1.tpi.10. compare a different community in the world with their own by examining generalizations, subcultures, similarities and differences by labeling sheets of butcher paper with words or symbols.
- 3.1.tpi.11. give examples of ways people honor traditions in communities around the world.
- 3.1.tpi.12. read aloud various accounts that describe racial and ethnic groups' contributions to the development of the community and world.

- 3.1.tpi.13. explain how examples of art, music, and literature reflect the time and place during which they were created.

Economics

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus/saving money, and policy making versus decision making.

Learning Expectations:

- 2.01 Describe potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of businesses and governments in a market economy.
- 2.03 Understand fundamental economic concepts.

Third Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 3.2.spi.1. distinguish the difference between a natural resource and finished product.

at Level 2, the student is able to

- 3.2.spi.2. interpret a map showing agricultural and industrial areas.
- 3.2.spi.3 distinguish between import and export.
- 3.2.spi.4 differentiate the difference between producer and a consumer using a picture.

at Level 3, the student is able to

- 3.2.spi.5. differentiate between money and barter economies.

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 3.2.tpi.1. create a flow chart of a natural resource to a finished product.
- 3.2.tpi.2. recognize people must work in order to provide goods and services in the community.

at Level 2, the student is able to

- 3.2.tpi.3. identify examples of making personal economic choices.
- 3.2.tpi.4. create a personal budget that allocates money for spending and saving.
- 3.2.tpi.5. explain how tools and machines make people more productive.
- 3.2.tpi.6. examine pictures of durable (lasting more than three years) and non-durable goods.
- 3.2.tpi.7. explain why people specialize in different jobs, and how this causes people to engage in trade and to depend on each other (interdependence).

at Level 3, the student is able to

- 3.2.tpi.8. give examples of how economic resources in the home, school, and community are limited and how people must make choices about how to use these resources.
- 3.2.tpi.9. create an advertising campaign for a product.
- 3.2.tpi.10. choose a popular product to illustrate the path from supply to demand.

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectations:

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.

- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

Third Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 3.3.spi.1. identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).
- 3.3.spi.2. recognize and use a map key.
- 3.3.spi.3. find a specific location on a school or community map.

at Level 2, the student is able to

- 3.3.spi.4. use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, the north and south poles).
- 3.3.spi.5. identify basic components of earth's systems (i.e., landforms, water, climate and weather).
- 3.3.spi.6. utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.
- 3.3.spi.7. determine the climate of a specific region of the world using a map.

at Level 3, the student is able to

- 3.3.spi.8. differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, rainforests).
- 3.3.spi.9. recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 3.3.tpi.1. make simple maps to show how communities in Tennessee are linked together.
- 3.3.tpi.2. create a map of neighborhood or city using components of our earth's system (e.g., water, lake, park, mountain or hill).

at Level 2, the student is able to

- 3.3.tpi.3. write or draw a geographic description of the school using the five themes of geography: location, place, region, movement, and human-environment interactions.
- 3.3.tpi.4. understand boundaries can both be manmade and natural in order to show the relationship between natural and social systems.
- 3.3.tpi.5. determine direction using a compass, sun, and the stars.
- 3.3.tpi.6. explore how people and their physical environments interact to explore the unity/disunity of humankind with nature by discussing world issues.

at Level 3, the student is able to

- 3.3.tpi.7. create a model of a specific ecosystem.
- 3.3.tpi.8. understand how natural environment influences human settlement.
- 3.3.tpi.9. demonstrate an understanding of how human interaction with the physical environment is reflected in the use of land, building of towns/cities and ecosystems.
- 3.3.tpi.10. describe and compare urban and rural communities in Tennessee and other regions of the world. Explain their interdependence.

Governance and Civics

Content Standard: 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 3.4.spi.1. select from a set of visual representations a service provided by the government (i.e., parks, schools, and libraries).

at Level 2, the student is able to

- 3.4.spi.2. determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, walking within the crosswalk).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 3.4.tpi.1. recognize different types of governments exist in the world.
- 3.4.tpi.2. discuss the reason why people have governments.
- 3.4.tpi.3. contribute to the development of class rules.

at Level 2, the student is able to

- 3.4.tpi.4. identify and explain the importance of acts of civic responsibility including obeying laws and voting.
- 3.4.tpi.5. recognize the differences of the local, state, and federal level by making a chart showing the difference among governments.
- 3.4.tpi.6. rotate offices, tasks, and chores within the context of the overall welfare of the classroom in order to practice social citizenship.
- 3.4.tpi.7. participate in an election or mock election within the classroom.
- 3.4.tpi.8. describe the relationship of Tennessee to the United Sates as one of the 50 states.
- 3.4.tpi.9. explain how tax dollars provide some goods and services.
- 3.4.tpi.10. create a set of laws for the school.

at Level 3, the student is able to

- 3.4.tpi.11. perform a community service project (e.g., cleaning a park, planting flowers).
- 3.4.tpi.12. evaluate a set of rules or laws.

History

Content Standard: 5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

- 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 5.02 Understand the place of historical events in the context of past, present, and future.
- 5.03 Explain how to use historical information acquired from a variety of sources.

Third Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 3.5.spi.1. label historical events as past, present and future.

at Level 2, the student is able to

- 3.5.spi.2. use a timeline to determine the order of a historical sequence of events.

at Level 3, the student is able to

- 3.5.spi.3. read and interpret facts from a historical passage.

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 3.5.tpi.1. use facts and concepts drawn from history.
- 3.5.tpi.2. define past, present, and future.
- 3.5.tpi.3. perform daily activities without modern conveniences (e.g., mash potatoes manually, read by candle light, wash clothes by hand).

at Level 2, the student is able to

- 3.5.tpi.4. create a classroom timeline depicting events.
- 3.5.tpi.5. participate in a field trip to a historical place.
- 3.5.tpi.6. identify people, events, areas and ideas that create a history of a place.
- 3.5.tpi.7. assemble historical information using a variety of sources (e.g., newspaper, book, video, and computer).
- 3.5.tpi.8. create a journal entry about a major historical event or figure.
- 3.5.tpi.9. create a "then" and "now" class museum.

at Level 3, the student is able to

- 3.5.tpi.10. choose a favorite historical event and research it using computer and media.
- 3.5.tpi.11. create a personal home furnishings inventory list and compare this to a home in America's past or to another home found in a different culture.
- 3.5.tpi.12. identify structures where the use and appearance have been modified throughout time.
- 3.5.tpi.13. use facts and concepts drawn from history along with methods of historical inquiry to make informed decisions.
- 3.5.tpi.14. create a time capsule.

Individuals, Groups, and Interactions

Content Standard: 6.0

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

Learning Expectations:

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state, national, and world levels.

Third Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 3.6.spi.1. classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).

at Level 2, the student is able to

- 3.6.spi.2. distinguish between conflict and cooperation within group interactions as represented by pictures.

at Level 3, the student is able to

- 3.6.spi.3. recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, destruction of rain forest).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 3.6.tpi.1. create a list of needs and wants.
- 3.6.tpi.2. classify needs and wants using pictures using common items (e.g., food, cleaning products, clothes, candy, and makeup).

at Level 2, the student is able to

- 3.6.tpi.3. understand that scientific discoveries and technology change the way of life for the world across time.
- 3.6.tpi.4. illustrate or create a school store sorting by wants and needs.
- 3.6.tpi.5. compare wants and needs of the United States of America as opposed to another country then create graphs to visually represent these differences and similarities.
- 3.6.tpi.6. determine how scientific and technological discoveries changed the way of life for the world across time (e.g., cotton gin, automobile, electricity, and communications).
- 3.6.tpi.7. exhibit desirable behavior within the classroom by allowing others to respectfully express their thoughts and beliefs.

at Level 3, the student is able to

- 3.6.tpi.8. take a global concern such as pollution, rain forest, and create a class project aiding the concern.
- 3.6.tpi.9. explain a point of view with reasons, evidence and support.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

KINDERGARTEN

Accomplishments

In Kindergarten, the focus of study of is on the self, home, family, and classroom. Integrate the six Social Studies standards of essential content knowledge and four process skills for instructional purposes.

Culture

K.1.01 Understand the diversity of human cultures.

a. Identify personal attributes, such as physical characteristics, that are common to all people such as physical characteristics.
b. Identify differences among people.
c. Recognize how individuals learn to do skills and customs from their culture.
d. Recognize all cultures have family units where decisions are made.

K.1.02 Discuss cultures and human patterns of places and regions of the world.

a. Understand that some differences among people are a result of their culture.
b. Identify similarities and differences in food, clothes, homes, games, and families in different cultures.
c. Explain how means of transportation may be diversified in different cultures in response to the environment.
d. Compare family customs and traditions among cultures.
e. Describe customs of the local community.

K.1.03 Recognize the contributions that individuals and people of various ethnic, racial, religious, and socioeconomic groups have made to the development of civilizations.

a. Recognize contributions of different cultures around the world.
b. Explain the value of family traditions and customs.

Economics

K.2.01 Describe potential costs and benefits of personal economic choices in a market economy.

a. Identify basic human needs.
b. Explain how basic human needs of food, clothing, shelter, and transportation are met.
c. Understand that people create shelter according to both culture and environment.

K.2.02 Give examples of the interaction of businesses and governments in a market economy.

a. Recognize how jobs are similar and different from one community to another.
b. Identify jobs in the home, and school.

K.2.03 Understand fundamental economic concepts.

a. Explain why people have jobs.
b. Distinguish between needs and wants.
c. Recognize that all jobs are significant and realize that some jobs are interdependent.

Geography

K.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

a. Explain what a globe and map represent.
b. Use personal directions such as up, down, left, right, near and far to describe relative direction.
c. Locate places in community such as the student's home and the classroom on the campus.

K.3.02 Recognize the interaction between human and physical systems around the world.

a. Identify the human characteristics of places such as types of houses and ways of earning a living.
b. Describe how weather impacts every daily life.
c. Describe seasons.

K.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

a. Identify the concept of physical features as in mountains, plains, hills, oceans, and islands.
b. Describe how landforms and bodies of water influence where and how people live.
c. Describe personal connections to place, especially place as associated with immediate surroundings.

Governance and Civics

K.4.01 Discuss the structure and purposes of governance.

a. Recognize that a person is a citizen of the country in which he/she is born.
b. Understand that rules are created to protect an environment.
c. Know that family structures can change.
d. Identify authority figures in the home, school, and community.
e. Explain how authority figures make and enforce rules.
f. Explain the use of voting as a method for group decision-making.

K.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

a. Recognize the need for rules for daily living and fair treatment of others.
b. Identify purposes for having rules.
c. Be aware that laws and rules are followed and created by the people, school, community, and country.

K.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

a. Know rules of safety including signs and signals.
b. Define cooperation.

K.4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

a. Identify the flags of the United States and Tennessee.
b. Recite the Pledge of Allegiance.
c. Explain the reasons for national patriotic holidays such as President's Day, Martin Luther King, Jr. Day, and Independence Day.

History

K.5.01 Identify major events, people, and patterns Tennessee, United States, and world history.

a. Define history as the story of our past.

b. Recall events in the past and present in order to recognize that individuals *have a personal history.*
c. Illustrate a family history to demonstrate that every family has a heritage.

K.50.2 Understand the place of historical events in the context of past, present, and future.

a. Recognize that change occurs over time.
b. observe how sites in neighborhoods and communities change over time.

K.5.03 Explain how to use historical information acquired from a variety of sources.

a. Recognize that each family has a family tree.
b. Recall family stories and celebrations to develop a personal history.

Individuals, Groups, and Interactions

K.6.01 Recognize the impact of individual and group decisions on citizens and communities.

a. Describe how individuals meet their needs and wants through different means.
b. Know that individuals choose jobs that impact their lives, families and communities.
c. Explain that people learn in the context of families, peers, schools, and communities.
d. Give examples of how learning and physical development affect behavior.
e. Explain the consequences of an individual's decisions and actions.

K.6.02 Understand how groups can impact change at the local, state, national, and world levels.

a. Recognize individuals have a space or develop an understanding of space and spatial relationships.
b. Understand that cooperation is necessary when working within large and small groups to complete tasks.
c. Work independently and cooperatively to accomplish goals.
d. Describe how groups are made up of people who work, play, or learn together and share common interests.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

FIRST GRADE

Accomplishments

In First Grade, the focus of study is on the classroom, school, and community. Integrate the six Social Studies standards of essential content knowledge and four process skills for instructional purposes.

Culture

1.1.01 Understand the diversity of human cultures.

a. Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing,
b. Recognize people learn customs from their culture,
c. explain the culture of the family and community,
d. Recognize people use diverse languages to communicate with one another.

1.1.02 Discuss cultures and human patterns of places and regions of the world.

a. Define multiculturalism,
b. Explain the culture of a place,
c. Describe the importance of diverse beliefs, customs, and traditions of families.

1.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

a. Understand individual differences in languages, beliefs, and customs that may be unique to one's culture.
b. Retell stories from diversely selected folktales, myths, and legends.

Economics

1.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

a. Recognize that workers who provide services earn money to meet needs and wants.
b. Recognize that people advertise goods and services through different forms of communication.
c. Identify how people exchange goods and services.
d. Describe the requirements of various jobs and the characteristics of a job well performed.
e. Describe how specialized jobs contribute to the production of goods and services.

1.2.02 Give examples of how individuals, businesses and governments operate in a market economy.

a. Recognize that goods and services are exchanged worldwide.
b. Give examples of industries and the resources needed to operate industries.
c. Identify examples of goods and services in the home, school, and community.

1.2.03 Understand fundamental economic concepts.

a. Distinguish the difference between goods and services.
b. Differentiate between consumers and producers.

Geography

1.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

a. Recognize that maps and globes are representations or models of specific places.
b. Locate their home, neighborhood, and school on a visual representation.
c. Use map symbols and legends to identify locations and directions.
d. Interpret symbols that represent various forms of geographic data and use these symbols to identify locations and directions.

1.3.02 Recognize how to identify and locate major physical and political features on maps and globes.

a. Define what cardinal directions are.
b. Locate places using cardinal directions on maps and globes.
c. Locate cities, states, countries, and continents on maps and globes and major bodies of water on maps and globes.
d. Describe the concept of human features as in cities, buildings, farms, roads, and railroads.
e. Locate and name the places in school and the neighborhood.

f. Identify the geographic location of the United States and Tennessee on a globe and a map.
g. Estimate distances such as from home to school.

1.3.03 Demonstrate awareness of the interaction between human and physical systems around the world.

a. Explain how land is used for different tasks in the local area.
b. Define natural resources and explain how people are dependent on them.
c. Compare and contrast natural and artificial features of the earth.
d. Describe what weather is.

Governance and Civics

1.4.01 Discuss the purposes of governance.

a. Recognize the United States Constitution as the basis for the laws in our country.
b. Categorize rules and laws we follow as members of a family, school and community.
c. Explain the purpose of government and give examples of laws that establish order, provide security, and control conflict.

1.4.02 Describe the United States and Tennessee State Constitutions in principle and practice.

a. Understand that community governments employ various service workers.
b. Identify leaders in the community, state, and nation.
c. describe the relationship between local, state, and national government.

1.4.03 Describe the rights, responsibilities, and privileges of citizens living in a democratic society.

a. Define citizenship and responsibility.
b. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.
c. Categorize responsibilities that citizens have to their community, state, and country.
d. Design a set of rules or laws for a home, classroom, or community.
e. Recognize family and school rules as compared with those from another culture.

1.4.04 Recognize the knowledge, skills, and attitudes necessary to become contributing citizens.

a. Recite and explain the meaning of the Pledge of Allegiance.

b. Understand that voting is a way of making choices and decisions.
c. Explain how selected customs, symbols, and celebrations reflect an American love of individualism and inventiveness.
d. Explain selected national and state patriotic symbols such as the United States and Tennessee flags.

History

1.5.01 Identify major people, events, and issues from Tennessee, United States, and world history.

a. Recognize some early forms of communication and how communication has changed over time.
b. Recognize that other countries have a longer history than the United States.
c. Identify contributions of diverse historical figures that have influenced the community, state, and nation.

1.5.02 Understand the place of historical events in the context of past, present, and future.

a. Distinguish between the past, present, and future.
b. Recognize major events in American history.

Individuals, Groups, and Interactions

1.6.01 Understand the impact of individual and group decisions on citizens and communities.

a. Work independently and cooperatively to accomplish goals.
b. Recognize individuals have responsibilities to the group whether as a leader or as a member.
c. Recognize the importance of individuals and families as part of neighborhoods.

1.6.02 Recognize how groups can impact change at the local, state, national and world levels.

a. Describe the unique features of one's nuclear and extended families.
b. Give examples of the tension between the wants and needs of individuals, and groups, and concepts such as fairness, equity and justice.
c. Recognize that cooperation is necessary in working with a group to complete a task.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

SECOND GRADE

Accomplishments

In Second Grade, the focus of study is on the school, community, and state. Integrate the six Social Studies standards of essential content knowledge and four process skills for instructional purposes.

Culture

2.1.01 Understand the diversity of human cultures.

a. Recognize most cultures preserve important personal and public items from the past.
b. Recognize communities have customs and cultures that differ.
c. Recognize patterns of cultural traits such as language, religion, and family structure.

2.1.02 Discuss cultures and human patterns of places and regions of the world.

a. Identify diverse cultural groups within the communities of Tennessee.
b. Compare and contrast the cultures of Tennessee's three grand divisions.
c. Understand that Tennessee's culture has ties to other cultures in the world.
d. Recognize that cultures have strong traditions of loyalty to their region or country.
e. Compare the regional cultures of Tennessee to those of other states.

2.1.03 Recognition the contributions of individuals and people of various ethnic, racial, religious, socioeconomic groups to the development of civilizations.

a. Identify and explain the significance of selected stories, poems, statues, paintings, and other examples of local and state cultural heritage.
b. Examine the effects of changing technologies on the local community and state.
c. Recognize diverse cultural neighborhoods within Tennessee and America.

Economics

2.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

a. Explain how work provides income to purchase goods and services.
b. Describe how society depends upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.

2.2.02 Give examples of the interaction of individuals, businesses and governments in a market economy.

a. Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.
b. Recognize that communities around the state and world are economically interdependent.
c. Know the major products of Tennessee.

2.2.03 Understand fundamental economic concepts.

a. Categorize resources needed to operate industries.
b. Understand the necessity of importing resources needed for industry.

Geography

2.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

a. Describe how the globe is a model of earth locating hemispheres, poles, and equator.
b. Recognize that natural regions are represented on different types of maps by showing physical features, climate, vegetation, and natural resources.
c. Subdivide the world by positioning the equator, continents, oceans, and hemispheres on a map and globe.
d. Recognize that a map contains elements such as title, scale, symbols, legends, grids, cardinal and intermediate direction.

2.3.02 Recognize the interaction between human and physical systems around the world.

a. Analyze how individuals and populations depend upon land resources.
b. Describe the importance of physical geographic features on defining communities.
c. Understand the earth-sun relationship such as the varying length of day.
d. Understand the rudimentary elements to the hydrologic cycle.

e. List earth's natural resources such as minerals, air, water, and land.

2.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

a. Show how landmasses and bodies of water are represented on maps and globes.
b. Locate the state of Tennessee and its major cities on a map.
c. Name the physical and human characteristics of the neighborhood and the community.

Governance and Civics

2.4.01 Discuss the structure and purposes of governance.

a. Recognize how groups and organizations encourage unity and work with diversity to maintain order and security.
b. Identify functions of governments.
c. Be aware that every community has some form of governance.
d. Describe how governments establish order, provide security, and manage conflict.

2.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

a. Know that communities have different laws depending on the needs and problems of their community.
b. Recognize people who make laws and people who enforce them in Tennessee.
c. Identify ways that public officials are selected, including election and appointment.
d. Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.

2.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

a. Identify characteristics of good citizenship such as establishing beliefs in justice, truth, equality, and responsibility for the common good.
b. Identify qualities of good citizenship.
c. Identify ordinary people who exemplify good citizenship.

2.4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

a. Identify some governmental services in the community such as the libraries, schools, and parks, and explain their value to the community.
b. Explain how citizens fund various community services.
c. Explain the meaning of selected patriotic symbols and landmarks of Tennessee.

History

2.5.01 Identify major events, people, and patterns Tennessee, United States, and world history.

a. Explain the significance of various community, state, and national celebrations such as Memorial Day and Independence Day.
b. Explain how local people and events have influenced local community history.

2.5.02 Understand the place of historical events in the context of past, present, and future.

a. Describe the order of events by using designation of time periods such as ancient times and modern times.
b. Use vocabulary related to chronology, including past, present and future.
c. Describe and measure calendar time by days, weeks, months, and years.
d. Comprehend that physical and human characteristics of communities change over time.

2.5.03 Explain how to use historical information acquired from a variety of sources.

a. Identify and explain the significance of various community landmarks.
b. Create and interpret timelines.
c. Compare various interpretations of the same time period using evidence such as photographs and interviews.

Individuals, Groups, and Interactions

2.6.01 Recognize the impact of individual and group decisions on citizens and communities.

a. Describe how groups work independently and cooperatively to accomplish goals within a community.
b. Recognize individuals can belong to groups but still have their own identity.
c. Know how to share and give opinions in a group.

2.6.02 Understand how groups can cause change at the local, state national and world levels.

a. Identify and describe ways family, groups, and community influence an individual's daily life and personal choices.
b. Recognize individuals have a role in each group in which they participate.
c. Recognize that each individual must make decisions about the work groups and play groups in which they participate.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

THIRD GRADE

Accomplishments

In Third Grade, the focus is on the regions of the United States and the world. Integrate the six Social Studies standards of essential content knowledge and four process skills for instructional purposes.

Culture

3.1.01 Understand the diversity of human cultures.

a. Recognize that changes in culture occur through the spread of people, languages, ideas, and goods.
b. Compare cultural differences in various regions of the United States and the world.

3.1.02 Discuss the cultures and human patterns of places and regions of the world.

a. Describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
b. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.
c. Identify and explain the significance of selected individual writers, and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from regions around the world.

3.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, socioeconomic groups to the development of civilizations.

a. Explain the significance of selected ethnic and/or cultural celebrations in Tennessee, the United States and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa.
b. Retell the heroic deeds of characters from folktales and legends.

3.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

a. Compare ethnic and/or cultural celebrations in Tennessee, the United States, and other nations.
b. Explain the significance of selected individual writers and artists and their stories, poems, statues, paintings and other examples of cultural heritage from regions in Tennessee and around the world.

Economics

3.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

a. Identify ways of earning, spending, and saving money.
b. Analyze a simple budget that allocates money for spending and saving.

3.2.02 Give examples of fundamental economic concepts.

a. Identify examples of private and public goods and services.
b. Identify examples of scarcity.
c. Explain how supply and demand affects the price of a good or service.
d. Distinguish between imports and exports.

3.2.03 Discuss the patterns and results of international trade.

a. Recognize that the world has different agricultural and industrial regions.
b. Explain the characteristics of a technologically expanding global economy.
c. Explain the impact of scarcity on interdependence within and among regions.
d. Recognize that Tennessee and the United States have different agricultural and industrial regions.
e. Be aware of how goods and services are interchanged between communities at the local, and national levels.
f. Trace the development of a product from a natural resource to a finished product.

Geography

3.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

a. Show how the spatial elements of point, line, and area are used on a map or globe.
b. Explain the difference between relative and absolute locations.

c. Locate places on a map using cardinal and intermediate direction.

3.3.02 Recognize the interaction between human and physical systems around the world.

a. List the similarities and differences of local places and regions with other places and regions.
b. List the basic components of earth's physical systems (e.g., landforms, water, climate and weather, erosion and deposition).
c. Understand the concept of an ecosystem.
d. Describe how environments and regions differ around the world.
e. Understand how technology allows people to adapt the environment to meet their needs.

3.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

a. Locate the major cities of Tennessee and the world on a map or globe.
b. Describe the concept of formal (uniform) regions.
c. Define the characteristics that comprise a region.
d. Explain how change affects region and place over time.
e. Show the population distribution of the state, and country.
f. Differentiate between urban, suburban, and rural regions.

Governance and Civics

3.4.01 Discuss the structure and purposes of governance.

a. Describe the basic structures of government in the state.
b. Recognize who makes laws in the state.
c. Know that governmental agencies exist to protect the environment at local, state, and national levels.
d. Describe varied basic structures of governments in the state, nation, and world.
e. Examine how regions choose to govern in different ways.

3.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

a. Identify services commonly provided by the state government and contrast with other regions.
b. Compare the Tennessee and the United State Constitutions with other governing procedures around the world.

3.4.03 Understand the rights, responsibilities and privileges of citizens living in a democratic republic.

a. Identify government officials and explain how they are chosen.
b. Explain the concept of the consent of the governed and its importance to the functions of government.
c. Identify examples of rights and responsibilities of citizens.
d. Describe how public policies are used to address issues of public concern.
e. Identify and explain the importance of acts of civic responsibility, including obeying laws and voting.
f. Identify diverse historic figures that exemplified good citizenship.
g. Identify ordinary people who exemplify good citizenship.

3.4.04 Understand the qualities of a contributing citizen in our participatory democracy.

a. List the differences between community, city, county, state, and country events which occur.
b. Recognize the relationship of local governments to the state, the nation, and the world.

History

3.5.01 Identify major people, events, and issues in Tennessee, United States, and world history.

a. Identify the heroic deeds of characters from state, national, and global histories.
b. Identify historical figures that helped to shape regions.

3.5.02 Understand the place of historical events in the context of past, present and future.

a. Describe the order of events by using designation of time periods such as ancient times and modern times.
b. Describe how individuals, events, and ideas cause regional change over time.
c. Use vocabulary related to chronology, including past, present and future.
d. Describe and measure calendar time by days, weeks, months, and years.

3.5.03 Explain how to use historical information acquired from a variety of sources.

a. Create and interpret timelines.
b. Identify factors that cause development and change in communities.
c. Compare various interpretations of the same time period using evidence such as photographs and interviews.

Individuals, Groups, and Interactions

3.6.01 Recognize the impact of individual and group decisions on citizens and communities.

a. Give examples of conflict, cooperation and interdependence among individuals, groups, and nations.
b. Examine the relationships and conflict between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.
c. Give examples of economic, social, or political changes that result from individual or group decisions.

3.6.02 Understand how groups can impact change at the local, state, and national level.

a. Identify examples of actions individuals and groups can take to improve the community.
b. Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001 Updated August 13, 2002

FOURTH GRADE

Standards, Learning Expectations, and Draft Performance Indicators

Culture

Content Standard: 1.0

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, socioeconomic groups to the development of civilizations.
- 1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 4.1.spi.1. identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mississippi Mound Builders).
- 4.1.spi.2. identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, French).

At Level 2, the student is able to

- 4.1.spi.3 determine how various groups resolve conflict (i.e., school, tribal councils, courts).
- 4.1.spi.4 examine how Native American culture changed as a result of contact with European cultures. (i.e. decreased population, spread of disease, increased conflict, loss of territory, increase of trade.)
- 4.1.spi.5. identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e. Cherokee, Creek, Shawnee, English, Scottish, French, American born pioneers).

at Level 3, the student is able to

- 4.1.spi.6. read and interpret facts from a historical passage about an early American Spanish mission.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 4.1.tpi.1. discover the story of early Tennessee settlers in the formation of the Wautaga settlement.
- 4.1.tpi.2 discuss the importance of forts such as Fort Loudon in the development of the emerging Tennessee community and the lives of the soldiers.

At Level 2, the student is able to

- 4.1.tpi.3 compare leadership styles among Native American groups and European groups.
- 4.1.tpi.4 show how a conflict can be solved through a tribal council and/or court system (e.g., Venn diagram, debate, t chart, demonstration).
- 4.1.tpi.5 create a poster about a cultural group.
- 4.1.tpi.6 experience a storyteller's version of a historical account.

At Level 3, the student is able to

- 4.1.tpi. 7 write or give an oral report about early American Spanish missions.
- 4.1.tpi.8 create and/or perform a play based upon explorers coming to North America and meeting Native Americans.

Economics

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

Learning Expectations:

- 2.01 Describe the potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of groups, businesses, and governments in a market economy.
- 2.03 Understand fundamental economic concepts.
- 2.04 Understand the development of economics within Tennessee and early America.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 4.2.spi.1. recognize the concept of supply and demand.

At Level 2, the student is able to

- 4.2.spi.2. interpret a chart of major agricultural produce in Tennessee. (i.e., cotton, tobacco, soy beans, rice, corn, cattle, wheat, swine, sheep).
- 4.2.spi.3. identify major industries of Colonial America using a map of the original 13 colonies.
- 4.2.spi.4. recognize the difference between a barter system and a money system.

At Level 3, the student is able to

- 4.2.spi.5. analyze the impact of European exploration and colonization on the economy of Tennessee.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 4.tpi.1. draw a product map of Tennessee or a United States region.
- 4..tpi.2. find pictures of products produced in Tennessee.

At Level 2, the student is able to

- 4..tpi.3. compare economic patterns among various Native American groups.
- 4.tpi.4. barter school supplies to illustrate the barter system.

At Level 3, the student is able to

- 4.tpi.5. auction off a piece of candy to illustrate supply and demand.
- 4.tpi.6. establish a class store to show the use of money.

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectations:

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Understand how to identify and locate major physical and political features on globes and maps.
- 3.04 Understand the geographic factors that determined the locations of and patterns of settlements in Tennessee.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 4.3.spi.1. identify the routes the explorers of the Americas on a map (i.e., Columbus, Balboa, Pizarro, DeSoto).
- 4.3.spi.2. identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, forests).

At Level 2, the student is able to

- 4.3.spi.3. recognize the reasons settlements are founded on major river systems. (i.e., transportation, manmade boundaries, food and water sources).
- 4.3.spi.4. recognize river systems that impacted early American history (i.e., Mississippi, Mystic, Charles, Hudson).
- 4.3.spi.5. determine how physical processes shape the United States' features and patterns (i.e. erosion, volcanoes, plate tectonics, flooding).

At Level 3, the student is able to

- 4.3.spi.6. use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington DC, Philadelphia, Sante Fe, Los Angeles).
- 4.3.spi.7. determine how density, distribution, and growth rate affected United States settlement patterns.
- 4.3.spi.8. identify cause and effect relationships between population distribution and environmental issues (i.e., water supply, air quality, solid waste).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 4.3.tpi.1. draw lines of latitude and longitude on an inflated balloon.

At Level 2, the student is able to

- 4.3.tpi.2. create a paper mache' globe including major landforms, bodies of water, and the equator.
- 4.3.tpi.3. write a journal article from the perspective of an early Native American, colonist, or European visitor with special attention to the surrounding geography.

At Level 3, the student is able to

- 4.3.tpi.4. create salt dough maps to show physical features.
- 4.3.tpi.5. design a diorama depicting a geographic place or significant historical event. (e.g., Cumberland Gap, Battle of King's Mountain, Gathering at Sycamore Shoals, downtown Jonesborough).

Governance and Civics

Content Standard: 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 4.4.spi.1. identify the 3 branches of federal and state governments.

At Level 2, the student is able to

- 4.4.spi.2. identify the rights outlined by the Bill of Rights (i.e., Amendments 1,5,6,8).
- 4.4.spi.3. examine how the Mayflower Compact is a symbol of the first United States government.

At Level 3, the student is able to

- 4.4.spi.4. using a chart showing checks and balances, explain how one branch of government can limit the power of others.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 4.4.tpi.1. write a letter to an elected official.
- 4.4.tpi.2. illustrate the rights protected by the Bill of Rights through the use of a living tableau.

At Level 2, the student is able to

- 4.4.tpi.3. hold a mock debate on various local, state, or national contemporary or historical issues.
- 4.4.tpi.4. enact a Bill of Rights living tableau.
- 4.4.tpi.5. conduct a living history drama showing the reasons behind the Mayflower Compact.
- 4.4.tpi.6. design a set of classroom rules to illustrate ideas in the Constitution.

At Level 2, the student is able to

- 4.4.tpi.7. elect a class president and vice president.

History

Content Standard: 5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

Era 1 - Three Worlds Meet (Beginnings to 1620)

- 5.01 Identify the ancient civilizations of the Americas.
- 5.02 Understand the place of historical events in the context of past, present and future.
- 5.03 Recognize major events, people, and patterns in Tennessee.

Era 2 - Colonization and Settlement (1585-1763)

- 5.04 Recognize the role desire for freedom played in the settlement of the New World.

- 5.05 Understand the place of historical events in the context of past, present and future.
- 5.06 Identify major events, people, and patterns in Tennessee.

Era 3 -Revolution and the New Nation (1754-1820)

- 5.07 Identify the causes and results of the American Revolution.
- 5.08 Understand the place of historical events in the context of past, present and future.
- 5.09 Recognize major events, people, and patterns in Tennessee.

Era 4 - Expansion and Reform (1801-1861)

- 5.10 Recognize American territorial expansions and its effects on relations with European powers and Native Americans.
- 5.11 Understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.
- 5.12 Identify major events, people, and patterns in Tennessee.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 4.5.spi.1. identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, Chickasaw).
- 4.5.spi.2. identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward).

At Level 2, the student is able to

- 4.5.spi.3. interpret a time line that depicts major historical pre-Civil War events.
- 4.5.spi.4. determine the hardships faced by early Tennessee settlers in the late 1700's (i.e., security, isolated communities, lack of access to goods, natural geography).
- 4.5.spi.5.determine the reasons for colonial settlement (i.e., religious, economic, individual freedom).
- 4.5.spi.6. examine the events that contributed to the outbreak of the American Revolution (i.e. taxation, judicial process, lack of representations, quartering of troops).

- 4.5.spi.7. Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, small and large states having unequal representation).
- 4.5.spi.8. interpret a time line that depicts slave and indentured servants coming from Europe to life in North America.
- 4.5.spi.9. determine the influence Lewis and Clark's expedition had on westward expansion.
- 4.5.spi.10. recognize the accomplishments of John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).

At Level 3, the student is able to

- 4.5.spi.11. interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, politics).
- 4.5.spi.12. Read and interpret a passage about the Trail of Tears.
- 4.5.spi.13. analyze how the Louisiana Purchase influenced the growth of the United States (i.e., increased size, encouraged expansion, increased natural resources.)

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 4.5.tpi.1. design a poster showing a major historical event.
- 4.5.tpi.2. create a time line of major events.

At Level 2, the student is able to

- 4.5.tpi.3. visit historical Tennessee sites.
- 4.5.tpi.4. participate in a simulation illustrating the Second Continental Congress and debate England's policies.
- 4.5.tpi.5. design a picture book showing famous Tennesseans and describe their accomplishments.
- 4.5.tpi.6. write a journal entry describing the hardships of early American history.
- 4.5.tpi.7. identify the contributions of early pioneers to the development of Tennessee and America.

At Level 3, the student is able to

- 4.5.tpi.8. color code a map showing free states and slave states.

- 4.5.tpi.9. draw a United States showing before and after the Louisiana Purchase.
- 4.5.tpi.10. create a Venn Diagram showing the reasons for and against the Trail of Tears.\

Individuals, Groups, and Interactions

Content Standard: 6.0

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

- 6.01 Recognize the impact of individual and group decisions.
- 6.02 Understand how groups can effect change at the local, state, and national level.

FOURTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 4.6.spi.1. recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American. Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).

At Level 2, the student is able to

- 4.6.spi.2. determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e., abolitionists, plantation owners, state's rights, central government, Loyalists).

At Level 3, the student is able to

- 4.6.spi.3. read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, Bill of Rights).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 4.6.tpi.1. draw a cause and effect map examining the issue of slavery.

At Level 2, the student is able to

- 4.6.tpi.2. create a scrapbook showing slave perspectives including drawings, newspaper articles, and other primary sources.

at Level 3, the student is able to

- 4.6.tpi.3. create a mini-book that illustrates contrasting views (e.g., taxes, slavery, Bill of Rights).

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

FOURTH GRADE

Accomplishments

In Fourth Grade, students learn about the history of the United States from its early beginnings to the Civil War with a focus on regions. Integrate the six Social Studies standards of essential content knowledge and four process skills for instructional purposes.

Culture

4.1.01 Understand the diversity of human cultures.

a. Describe cultures of Native American tribes.
b. Explain how European settlers created a new culture.

4.1.02 Discuss cultures and human patterns of places and regions of the world.

a. Explore similarities and differences in how groups, societies, and cultures address similar human needs and concerns.
b. Compare how people from different cultures think about and handle their physical environments and social conditions.

4.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

a. Show different cultural regions on a map identifying such things as religion, language, and ethnicity.
b. Identify the reasons for the establishment of Spanish missions in early American history.

4.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

a. Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.

b. Identify customs, celebrations, and traditions of various cultures groups in early Tennessee.
c. Summarize the contributions of people of various racial, ethnic, and religious groups in the development of early Tennessee.

Economics

4.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

a. Identify the economic motivations for European exploration and colonization.
b. Describe how Native Americans in Tennessee and the Western Hemisphere met their basic economic needs.
c. Analyze how people in different parts of the United States earned a living in the past and do so in the present.

4.2.02 Give examples of the interaction of groups, businesses, and governments in a market economy.

a. Explain the economic patterns of various early Native American groups in Tennessee and the Western Hemisphere.
b. Identify major industries of colonial America.
c. Explain the economic patterns of early European colonial governments and their relationships with foreign governments.

4.2.03 Understand fundamental economic concepts.

a. Explain and demonstrate the role of money in daily life.
b. Describe the relationship of price to supply and demand and how it affected early American history.
c. Use economic concepts such as supply, demand, and price to help explain events.

4.2.04 Understand the development of economics within Tennessee and early America.

a. Identify the economic motivations for European exploration and settlement in Tennessee and the Western Hemisphere.
b. Examine the location, distribution, and patterns of economic activities and of settlement in Tennessee.
c. Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in Tennessee and various regions.

Geography

4.3.01 understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

a. Locate major countries of the world on a map or globe involved with early American development.
b. Locate places on a map using cardinal and intermediate directions, latitude and longitude, and time zones.
c. Locate the routes of early explorers of North America on a map.

4.3.02 Recognize the interaction between human and physical systems around the world.

a. Explain how physical and human characteristics of places and regions within the state and the United States developed.
b. Explain how the major river systems affected the development of early settlements.

4.3.03 Understand how to identify and locate major physical and political features on globes and maps.

a. Explain how physical processes shape the United States' features and patterns.
b. Understand the differences in early population characteristics of the state and of the United States such as density, distribution, and growth rates.
c. Describe how geography affected the development of transportation and communication networks.
d. Explain the influences of physical and human features on historical events.

4.3.04 Understand the geographic factors that determined the locations of and patterns of settlements in Tennessee.

a. Explain how the patterns and processes of migration affect the development of Tennessee.
b. Explain how environmental issues such as water supply, air quality, and solid waste confronted humans when settling Tennessee.

Governance and Civics

4.4.01 Discuss the structure and purposes of governance.

a. Explain how Native Americans governed their communities.
b. Give examples of how government did or did not provide for needs and wants of people, establish order and security, and manage conflict.
c. Compare the systems of government of early European colonists.

4.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

a. Identify examples of representative government in the American colonies, including the Mayflower Compact, Iroquois League, and the Virginia House of Burgesses.
b. Identify the purposes and explain the importance of the creation of Tennessee's colonial government, and the Tennessee Constitution.
c. Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.
d. Explain the system of checks and balances.
e. Identify and explain the basic functions of the three branches of state government.

4.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

a. Identify the purposes and explain the importance of the Declaration of Independence.
b. Identify examples of rights and responsibilities of citizens.
c. Explain action citizens take to influence public policy decisions.

4.4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

a. Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
b. Explain the role of the individual in state and local elections.
c. Sing or recite The Star Spangled Banner and explain its history.

History

Era 1 - Three Worlds Meet (Beginnings to 1620)

4.5.01 Identify the ancient civilizations of the Americas.

a. Identify the ancient civilizations of the Americas at the time of European arrival.
b. Explain the cultures of the Western Hemisphere's native peoples prior to European contact.

4.5.02 Understand the place of historical events in the context of past, present and future.

a. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

b. Realize that geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.
c. Describe the immediate and long-term impact of Columbus' voyages on Native populations and on colonization in the Americas.
d. List the characteristics of the Spanish and Portuguese exploration and settlement of the Americas.

4.5.03 Recognize major events, people, and patterns in Tennessee.

a. Identify Native American groups in Tennessee and the Western Hemisphere before European explorations.
b. Summarize reasons for European exploration and settlement of Tennessee and the Western Hemisphere.
c. Identify accomplishments of significant explorers and explain their impact on the settlement of Tennessee.

Era 2 - Colonization and Settlement (1585-1763)

4.5.04 Recognize the role that desire for freedom played in the settlement of the New World.

a. Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.
b. Describe the lives of free and indentured immigrants who came from Europe to North America and the Caribbean.

4.5.05 Understand the place of historical events in the context of past, present and future.

a. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.
b. Detail the growth and change in the European colonies during the two centuries following their founding with an emphasis on New England and Virginia.
c. Explain the importance of the Mayflower Compact.
d. Understand the role of religion in the English colonies such as the evolution of religious freedom and the treatment of religious dissenters.
e. Explain when, where, and why groups of people colonized and settled in the United States.
f. Explain the political, economic, and social impact of the slave trade in the Americas.

4.5.06 Identify major events, people, and patterns in Tennessee.

a. Conduct a thorough study of the differing regions of Tennessee and their history.

b. Describe the effects of political, economic, and social changes on Native Americans in Tennessee.
c. Identify characteristics of early colonial governments in Tennessee.

Era 3 - Revolution and the New Nation (1754-1820)

4.5.07 Identify the causes and results of the American Revolution.

a. Explain the events that contributed to the outbreak of the American Revolution.
b. Study the Declaration of Independence, its major ideas, and its sources.
c. Describe the earliest armed conflict of the Revolutionary War.
d. Summarize the results of the American Revolution, including the establishment of the United States.

4.5.08 Understand the place of historical events in the context of past, present and future.

a. Demonstrate an understanding that people in different times and places view the world differently.
b. Explain the major political issues of the thirteen colonies after their independence that led to the creation of the Articles of Confederation.
c. Summarize the events that led to the creation of the United States Constitution.

4.5.09 Recognize major events, people, and patterns in Tennessee.

a. Focus on the creation of the state of Franklin and subsequent creation of the state of Tennessee.
b. Identify the accomplishments of notable Tennessee individuals such as William Blount, and John Sevier.

Era 4 - Expansion and Reform (1801-1861)

4.5.10 Recognize American territorial expansions and its effects on relations with European powers and Native Americans.

a. Give examples of maps, time lines, and charts that show western expansion.
b. Identify the factors that led to territorial expansion and its effects.
c. Identify the contributions of early pioneers such as Daniel Boone to the development of colonial America.

4.5.11 Understand sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.

a. Identify changes in society resulting from the Industrial Revolution.

b. Explain how societal changes led to conflict among sections of the United States.
c. Explain the Louisiana Purchase.
d. Recognize the significance of the Lewis and Clark expedition.
e. Recognize the significance of the War of 1812.
f. Understand the impact of territorial expansion on Native American tribes.

4.5.12 Identify major events, people, and patterns in Tennessee.

a. Identify the impact of railroads on life in Tennessee including changes to cities and major industries.
b. Identify the impact of various issues and events on life in Tennessee such as urbanization.
c. Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson and James Polk.

Individuals, Groups, and Interactions

4.6.01 Recognize the impact of individual and group decisions.

a. Analyze a particular event to identify reasons individuals might respond to it in different ways.
b. Work independently and cooperatively to accomplish goals.
c. Identify leadership qualities of leaders of the past.

4.6.02 Understand how groups can impact change at the local, state, and national level.

a. Explain how group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.
b. Identify and describe examples of tension between a group's belief system and the government's policies and laws.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

FIFTH GRADE

Standards, Learning Expectations, and Draft Performance Indicators

Culture

Content Standard: 1.0

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.
- 1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

Fifth Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 5.1.spi.1. recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).

at Level 2, the student is able to

- 5.1.spi.2. interpret how culture changes over time as a consequence of industrialization, technology or cultural diffusion (i.e., railroad

transportation, telecommunication, building design, varied types of music and the growth of government services).

- 5.1.spi.3. recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, Native American or American Indian Day, Martin Luther King Jr. Day, Veteran's Day, Memorial Day, or Thanksgiving).

at Level 3, the student is able to

- 5.1.spi.4. analyze graphs to discover cultural trends (i.e., clothing, music, or radio sales).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 5.1.tpi.1. explore cultural contributions of individuals from various Tennessean and American communities in music and art.
- 5.1.tpi.2. group and label American history artifacts to find common characteristics and to make generalizations about American cultural similarities and subcultures.

at Level 2, the student is able to

- 5.1.tpi.3. explain how religion, science, and technology changed people's perceptions of the social and physical world.
- 5.1.tpi.4. explore cultural viewpoints that led to the eventual abolition of slavery;
- 5.1.tpi.5. read an account describing the cultural changes in American society associated with the fight for and passage of the 19th Amendment to the United States Constitution.

at Level 3, the student is able to

- 5.1.tpi.6. explore the contributions of people of various racial, ethnic, and religious groups in the United States.
- 5.1.tpi.7. give examples of folk tales, art, or music that represent a particular culture or time period.
- 5.1.tpi.8. recognize examples of how immigrants preserved their traditional culture.

Economics

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

Learning Expectations:

- 2.01 Describe the potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of individuals, businesses, and governments in a market economy.
- 2.03 Understand fundamental economic concepts.
- 2.04 Understand the patterns and results of international trade.
- 2.05 Understand the interaction of individuals, families, communities, businesses, and governments of Tennessee and the United States in a market economy.

Fifth Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 5.2.spi.1. differentiate between needs and wants on a personal and national level.
- 5.2.spi.2. differentiate between an economic boom and bust.

at Level 2, the student is able to

- 5.2.spi.3. recognize the concept of buying on credit.
- 5.2.spi.4. interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).

at Level 3, the student is able to

- 5.2.spi.5. analyze how environmental changes and crisis affected the economy across the nation in the 1930's (i.e., Dust Bowl, Black Tuesday, Great Depression, Hoovervilles).

- 5.2.spi.6. recognize how Americans used credit/installment plans to purchase consumer goods in the 1920's (i.e., vacuum cleaners, washing machines, radios, and other home appliances).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 5.2.tpi.1. describe the concept of supply and demand by role playing different scenarios.

at Level 2, the student is able to

- 5.2.tpi.2. recognize the Sixteenth Amendment to the United States Constitution allowed the federal government to tax people's incomes;
- 5.2.tpi.3. discuss how the United States government creates economic rules in times of crisis,(i.e., rationing, FDIC);
- 5.2.tpi.4. weigh the costs and benefits of a decision making process for personal economic choices;
- 5.2.tpi.5. discuss economic problems and resolutions confronted by mining communities in the late 1850's compared to today.

at Level 3, the student is able to

- 5.2.tpi.6. interpret the United States' economic exchange of goods pre-construction of the Panama Canal to post-Panama Canal using a chart
- 5.2.tpi.7. create a fictional business that would be viable in a free enterprise system.
- 5.2.tpi.8. examine how the scarcity of natural, human, and capital resources affected economic choices in the United States;
- 5.2.tpi.9. read a diagram illustrating an economic flow of a raw product to a finished product, e.g.,1890's gold and silver mill, steel mill).

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectations:

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

Fifth Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 5.3.spi.1. locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi rivers).
- 5.3.spi.2. determine America's population shifts by interpreting a population map.

at Level 2, the student is able to

- 5.3.spi.3. locate information from an atlas entry.
- 5.3.spi.4. locate a major United States city using latitude and longitude.
- 5.3.spi.5. identify the physical and political boundaries of Tennessee.

at Level 3, the student is able to

- 5.3.spi.6. locate the 50 states using a map with each state outlined.
- 5.3.spi.7. recognize and compare landforms, climate, and natural resources of the three grand divisions of Tennessee.
- 5.3.spi.8. interpret a climograph.

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 5.3.tpi.1. draw geographic maps from mental images of Tennessee and the United States of America.
- 5.3.tpi.2. recognize the five themes of geography: location, place, regions, movement, and relationships with place and use them to analyze geographic issues in Tennessee and regions of the United States.

at Level 2, the student is able to

- 5.3.tpi.3. understand how the United States acquired new territories and states.
- 5.3.tpi.4. determine how humans modify, adapt and depend on the environment by researching open range or free grazing land policies of the late 1880's.

at Level 3, the student is able to

- 5.3.tpi.5. examine and debate uses of land resources.
- 5.3.tpi.6. create a climograph for the city or region of the school by using area resources.

Governance and Civics

Content Standard: 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize how Americans incorporate the principles of the Constitution into their lives.
- 4.05 Understand the relationship between local, state, and national government.

Fifth Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 5.4.spi.1 distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.
- 5.4.spi.2. select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).

at Level 2, the student is able to

- 5.4.spi.3. recognize the rights established by the 13th, 14th, 15th and 19h amendments.
- 5.4.spi.4. recognize the differences between the Tennessee State Constitution and the United States Constitution.

at Level 3, the student is able to

- 5.4.spi.5. differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 5.4.tpi.1 give an example of a conflict and solution between common good and individual rights.
- 5.4.tpi.2. identify differences between individual rights and responsibilities of American citizenship.
- 5.4.tpi.3. discuss how America's leaders come to reach thoughtful decisions by identifying goals, exploring actions, and recognizing consequences.
- 5.4.tpi.4. describe how the Declaration of Independence, the United States Constitution, and the Bill of Rights are the foundation documents of the government(s) of the United States.

at Level 2, the student is able to

- 5.4.tpi.5. distinguish between people put in positions of power as elected or appointed.
- 5.4.tpi.6. list rights and responsibilities of citizens at the local, state, and national level.
- 5.4.tpi.7. explain the role of voting in the democratic process and how this has changed the post Civil War Era.

- 5.4.tpi.8. practice the voting process by participating in a class or school election.
- 5.4.tpi.9. create a proposal and trace the steps of making it into law.

at Level 3, the student is able to

- 5.4.tpi.10. organize a letter writing campaign to elected officials to champion a needed cause;
- 5.4.tpi.11. explain the rights of minorities in the democratic process and the right to dissent.
- 5.4.tpi.12. research and evaluate selected court cases of the 20th century to illustrate due process.

History

Content Standard: 5.0 History

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

Era 5 - Civil War and Reconstruction (1850-1877)

- 5.01 Understand the causes, course, and consequences of the Civil War.
- 5.02 Understand the plans and policies for Reconstruction and subsequent successes and failures.

Era 6 - The Development of the Industrial United States (1870-1900)

- 5.03 Understand the development of Industrial America.
- 5.04 Understand the acquisition of territory to the United States.

Era 7 - The Emergence of Modern America (1890-1930)

- 5.05 Discuss how various groups addressed the problems of industrial capitalism, urbanization, and political corruption.
- 5.06 Understand the changing role of the United States in world affairs.
- 5.07 Understand the changing role of the United States between World War I and the Great Depression.

Era 8 - The Great Depression and World War II (1929-1945)

- 5.08 Understand society in America during the Great Depression.
- 5.09 Understand America's role during World War II.

Era 9 - Postwar United States (1945-1970's)

- 5.10 Understand the economic growth and social transformation of post WWII.
- 5.11 Understand how the Cold War influenced domestic and international politics.
- 5.12 Understand domestic policies in the post World War II period.

Era 10 - Contemporary United States (1968 to the present)

- 5.13 Understand developments in foreign policy and domestic policies between the Nixon and Clinton presidencies.
- 5.14 Understand economic, social, and cultural developments in the contemporary United States.

Fifth Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 5.5.spi.1. interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states, pictorial representations of crop production, reading timelines, and interpreting bar graphs showing human, natural, and manmade resources).
- 5.5.spi.2. recognize military and nonmilitary leaders from the North and South during Civil War (i.e., Frederick Douglass, Clara Barton, Chief Justice Roger Taney, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Jefferson Davis).

at Level 2, the student is able to

- 5.5.spi.3. interpret timelines that depict major historical post-Civil War events.
- 5.5.spi.4. recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).
- 5.5.spi.5. interpret a visual contrasting life before and after Word War II (i.e., education, family size, transportation, urbanization, and the role of women).

- 5.5.spi.6. determine the hardships encountered by Greater Plain settlers in the late 1800's (i.e., building materials, natural geography, climatic conditions, isolated communities, lack of revenue).

at Level 3, the student is able to

- 5.5.spi.7. interpret a primary reading sample.
- 5.5.spi.8. recognize examples of how the how the United States confronted Civil Rights issues, (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 5.5.tpi.1. recognize continuity and change in the history of Tennessee, the United States, and the world.
- 5.5.tpi.2. give examples of industrial capitalization, urbanization, and political corruption and its reform efforts.
- 5.5.tpi.3. identify involvement of Tennessee natives in World War I (i.e., Admiral Albert Gleaves, Admiral William Caperton, and Sergeant Alvin York).

at Level 2, the student is able to

- 5.5.tpi.4. compare and contrast how life in Tennessee changed as a result of the Tennessee Valley Authority.
- 5.5.tpi.5. publish a class magazine showing how industry and mechanization changed American life from 1870-1900.
- 5.5.tpi.6. distinguish fact from fiction by examining documentary sources.
- 5.5.tpi.7. analyze primary sources not limited to but including artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems to make generalizations about events and life in United States history since 1865.

at Level 3, the student is able to

- 5.5.tpi.8. trace the rise of the American Labor movement.
- 5.5.tpi.9. decide what role the United States should play in international affairs.

- 5.5.tpi.10. draw conclusions about past and present life in Tennessee and the United States based on relevant data derived from a variety of sources.
- 5.5.tpi.11. evaluate the role of media and technology in the life of the informed citizen.

Individuals, Groups, and Interactions

Content Standard: 6.0

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

Learning Expectations:

- 6.01 Recognize the impact of individual and group decisions on citizens and communities in a democratic republic.
- 6.02 Understand how groups can impact change at the local, state, and national level.

Fifth Grade Benchmarks

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 5.6.spi.1. recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers, Jane Addams, Martin Luther King Jr., Gov. Austin Peay, Anne Dallas Dudley).

at Level 2, the student is able to

- 5.6.spi.2. use tools of social science inquiry such as surveys, statistics, maps, and documents.

at Level 3, the student is able to

- 5.6.spi.3. recognize situations requiring conflict resolution.

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 5.6.tpi.1. recognize the interdependence of all America's people by researching an issue that involves several American communities.
- 5.6.tpi.2. explain the development of the United States as a nation to include the struggles and the accomplishments of individuals and groups.
- 5.6.tpi.3. examine patterns of behavior, reflecting values, and attributes that contribute to cross cultural understanding.
- 5.6.tpi.4. explain how individuals, groups, and nations interact through conflict, cooperation, and interdependence.

at Level 2, the student is able to

- 5.6.tpi.5. use tools of social science inquiry such as surveys, statistics, maps, and documents.
- 5.6.tpi.6. analyze the role that institutions have upon American society (e.g., universities, philanthropic organizations, religious institutions).
- 5.6.tpi.7. illustrate how conflicts occur between an individual and or communities' beliefs, systems, traditions, government policies and law.
- 5.6.tpi.8. describe the responsibilities that individuals have both to themselves and to the groups to which they belong; and give examples of how these responsibilities may sometimes be in conflict.

at Level 3, the student is able to

- 5.6.tpi.9. assess the role and status of individuals and groups in Tennessee and the United States.
- 5.6.tpi.10. identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States.
- 5.6.tpi.11. research the women's rights movement, social reform, and science to demonstrate the impact of these movements on today's society.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

FIFTH GRADE

Accomplishments

In Fifth Grade, students learn about the history of the United States from the Civil War period into the twentieth century. Integrate the six Social Studies standards of essential content knowledge and four process skills for instructional purposes.

Culture

5.1.01 Understand the diversity of human cultures.

a. Explain how some immigrants preserved their traditional culture and created a new American culture.
b. Explain governmental efforts to restrict immigrants entering into the United States.

5.1.02 Discuss cultures and human patterns of places and regions of the world.

a. Explain how art, music, and literature reflected the times during which they were created.
b. Give examples and describe the importance of cultural unity and diversity within and across groups.

5.0.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

a. Identify significant examples of art, music, and literature from various periods in United States history.
b. Describe how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.
c. Summarize the contributions of people of selected racial, ethnic, and religious groups to our national liberty.

5.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

a. Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.
b. Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Tennessee.

Economics

5.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

a. Identify the economic change from agricultural to industrial in late 19th and early 20th century.
b. Describe economic issues of the 1920's and 1930's.
c. Explain how the American economy changed after World War II.

5.2.02 Give examples of the interaction of individuals, businesses, and governments in a market economy.

a. Describe the development of the free enterprise system in Tennessee and the United States.
b. Analyze the effects of immigrations, migration, and limited resources on the economic development and growth of the United States.
c. Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

5.2.03 Understand fundamental economic concepts.

a. Explain how supply and demand affects production and consumption in the United States.
b. Give examples of the benefits of the free enterprise system in the United States.

5.2.04 Understand the patterns and results of international trade.

a. Describe global economic interdependence after World War II.
b. Explain how the United States and Tennessee meet some of their needs through the purchase of domestic and international products domestically and internationally in today's global economy.
c. Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States and other regions of the world.

5.2.05 Understand the interaction of individuals, families, communities, businesses, and governments of Tennessee and the United States in a market economy.

a. Explain how people historically and presently earn their living in different regions of the United States and Tennessee.
b. Analyze how developments in transportation communication influenced economic activities in Tennessee.
c. Explain how geographic factors influence the location of economic activities in Tennessee.
d. Analyze the effects of immigration, migration, and limited resources on the economic development and growth of Tennessee and the United States.

Geography

5.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

a. Locate the major physical features and cities of the United States on a map or globe.
b. Understand the latitude, longitude, the global grid and time zones of the sites within the United States and Tennessee.
c. Recognize landforms, climate, and natural resources as determining factors in the location and development of communities.

5.3.02 Recognize the interaction between human and physical systems around the world.

a. Describe human settlement patterns and land use in the United States and Tennessee.
b. Explain human modifications of the physical environment.
c. Recognize the impact of extreme natural events on human history.

5.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

a. Recognize population characteristics of Tennessee and the United States.
b. Identify and locate the geographical regions of the United States.
c. Explore ways technological advances enabled people to overcome geographic barriers.

Governance and Civics

5.4.01 Discuss the structure and purposes of governance.

a. Describe important individual rights including freedom of religion, speech, and press and the rights to assemble and petition the government.

b. Describe important due process rights including trial by jury and the right to an attorney.
c. Identify and compare leadership qualities of national leaders, past and present.
d. Recognize that a variety of formal and informal actors influence and shape public policy.

5.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

a. Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.
b. Identify the reasons for and describe the systems of checks and balances outlined in the United States Constitution.
c. Summarize the reasons for the creation of the Bill of Rights.
d. Summarize selected amendments to the Constitution such as those extending voting rights of United States citizens.
e. Analyze the post- Civil War amendments to the United States Constitution.

5.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

a. Identify examples of rights and responsibilities of citizens.
b. Examine the influence of public opinion on personal decision-making and government policy on public issues.
c. Explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.
d. Explain how to contact elected and appointed leaders in state and local governments.
e. Identify key ideals of the United States' democratic republican form of government such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations.

5.4.04 Recognize how Americans incorporate the principles of the Constitution into their lives.

a. Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.
b. Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry to inform decision making about and action taking on public issues.
c. Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant

5.4.05 Understand the relationship between local, state, and national government.

a. Describe how public policies are used to address issues of public concern.
b. Distinguish between national and state governments and compare their responsibilities in the United States federal system.
c. Explain how individuals can participate in civic affairs and political parties at the national level.
d. Identify leaders in the national governments, including the president and selected members of Congress, and their political parties and describe how they are elected.

History

Era 5 - Civil War and Reconstruction (1850-1877)

5.5.01 Understand the causes, course, and consequences of the Civil War.

a. Identify the locations of the southern and northern states.
b. Identify the advantages and disadvantages of northern and southern economic resources.
c. Identify similar and different northern and southern social and cultural customs.
d. Identify sectional interests that led to the Civil War.
e. Describe the role of Tennessee in the Civil War
f. Chart the course of major events throughout the Civil War.

5.5.02 Understand the plans and policies for Reconstruction and subsequent successes and failures.

a. Identify components of the various plans for Reconstruction.
b. Evaluate the successes and failures of Reconstruction plans.
c. Decide the reasons for successes and failures of the various plans.
d. Assess th4 lasting impact of the Civil War and Reconstruction.

Era 6 - The Development of the Industrial United States (1870-1900)

5.5.03 Understand the development of Industrial America.

a. Analyze the effects of immigration, migration, and resources on the economic development and growth of the United States.
b. Identify individual leaders of business and industry.
c. Explain how industry and mechanization changed ways of life in America and Tennessee.
d. Understand the rise of the American labor movement.

5.5.04 Understand the acquisition of territory to the United States.

a. Describe how armed conflict, purchases, treaties, and land settlement resulted in further American expansion.
b. Assess the resistance of various groups to United States expansion.
c. Describe the people, lifestyles, and liberties in the American West.
d. Trace the growth and necessity of the Chinese in the American West.

Era 7 - The Emergence of Modern America (1890-1930)

5.5.05 Discuss how various groups addressed the problems of industrial capitalism, urbanization, *and political corruption.*

a. Identify various Progressive reform efforts and their leaders.
b. Explain how rural areas and urban centers changed as a result of immigration and migration.

5.5.06 Understand the changing role of the United States in world affairs.

a. Identify areas in the world where the United States participated in diplomatic affairs and armed conflict.
b. Explain the causes of the Spanish American War and World War I.
c. Identify contributions of Tennessee natives such as Alvin York and Ida B. Wells.

5.5.07 Understand the changing role of the United States between World War I and the Great Depression.

a. Explain how American life changed dramatically due to the economy, technology, and ecological disasters.
b. Describe American life in the 1920's including the impact of Constitutional amendments.
c. Explain the significance of the Harlem Renaissance.
d. Explain Tennessee's role in the women's suffrage movement.

Era 8 - The Great Depression and World War II (1929-1945)

5.5.08 Understand society in America during the Great Depression.

a. Explain the events that led to the Great Depression.
b. Describe how the Great Depression affected American society as a whole.
c. Explain how Americans addressed the social and economic problems brought on by the Great Depression.
d. Describe how the Tennessee Valley Authority impacted life in Tennessee.

5.5.09 Understand America's role during World War II.

a. Describe the political and economic events that led to World War II.

b. Identify the significance of Pearl Harbor, D-Day, and Hiroshima.
c. Identify Tennessee's involvement and the contributions of Tennessee natives such as Cordell Hull to the war effort.
d. Explain the political and economic effects of World War II on Europe and the United States.
e. Explain the social effects of World War II on American life.
f. Describe Japanese American internment and its conflict with American ideals.

Era 9 - Postwar United States (1945-1970's)

5.5.10 Understand the economic growth and social transformation of post WWII.

a. Explain how the American economy changed after World War II.
b. Describe the influences of World War II on American society.

5.5.11 Understand how the Cold War influenced domestic and international politics.

a. Describe the role United Nations in international affairs.
b. Explain United States' involvement in Korea and Vietnam.
c. Describe the Soviet and American relationship during the Cold War.

5.5.12 understand domestic policies in the post World War II period.

a. Identify major political events of the presidential administrations during the Cold War.
b. Explain why the United States became involved in the space race.
c. Describe the struggle for racial and gender equality.
d. Explain Brown V. Board of Education and its importance of to the Civil Rights Movement.
e. Explain the contributions of Civil Rights leaders such as Martin Luther King, Jr. and Caesar Chavez.
f. Describe Tennessee's involvement during the Civil Rights movement.

Era 10 - Contemporary United States (1968 to the present)

5.5.13 Understand developments in foreign policy and domestic policies between the Nixon and Clinton presidencies.

a. Explain how Watergate impacted the Nixon administration and Americans.
b. Describe the changing relationships between the United States and foreign countries.
c. Explain the significance of the Iran crisis.
d. Describe political and geographic changes in Europe following the fall of the Soviet Union.

e. Describe the growing impact of the media on public opinion.

5.5.14 Understand economic, social, and cultural developments in the contemporary United States.

a. Explain the effect of the computer on contemporary life in America.
b. Describe global environmental issues.
c. Describe the contributions of Tennesseeans to the arts.

Individuals, Groups, and Interactions

5.6.01 Recognize the impact of individual and group decisions on citizens and communities in a democratic republic.

a. Identify and describe examples of tension between an individual's beliefs, government policies, and laws.
b. Identify the accomplishments of notables who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.
c. Identify and describe factors that either contribute to cooperation or cause disputes within and among groups and actions.

5.6.02 Understand how groups can create change at the local, state, and national level.

a. Give examples of the role of institutions in furthering both continuity and change.
b. Identify examples of institutions and describe the interactions of people with institutions.
c. Analyze the role of individuals and groups in elections.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001, Updated August 13, 2000

SIXTH GRADE

Standards, Learning Expectations, and Draft Performance Indicators

Culture

Content Standard: 1.0

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- 1.01 Understand the nature and complexity of culture.
- 1.02 Recognize the role of major religions.
- 1.03 Appreciate the relationship between physical environments and culture.
- 1.04 Recognize how cultural and individual perceptions affect places and regions.
- 1.05 Understand the role that diverse cultures and historical experiences had on the development of the world.
- 1.06 Understand the influence of science and technology on the development of culture through time.

SIXTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 6.1.spi.1 recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles).
- 6.1.spi.2. identify the job characteristics of archaeologists, anthropologists, geologists, and historians.

- 6.1.spi.3. recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).

At Level 2, the student is able to

- 6.1.spi.4. recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, Ramayana).
- 6.1.spi.5. identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, Native American).
- 6.1.spi.6. recognize reasons that cultural groups develop or settle in specific physical environments.
- 6.1.spi.7. identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).

At Level 3, the student is able to

- 6.1.spi.8. recognize how migration and cultural diffusion influenced the character of world societies (i.e., spread of religions, empire building, exploration, languages).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.1.tpi.1. recognize the variety of cultures within a community by comparison.
- 6.1.tpi.2. make and sample foods from a cultural region.
- 6.1.tpi.3. write and decipher messages using various alphabets.

At Level 2, the student is able to

- 6.1.tpi.4. conduct an archaeological dig using replicated items from appropriate civilizations.
- 6.1.tpi.5. describe how technological innovations affected culture and history throughout time.
- 6.1.tpi.6. compare various forms of jewelry, art, music, and literature among historical periods.
- 6.1.tpi.7. Read mythologies and/or oral histories from various cultural groups. (e.g., Greek mythology, African folk tales, Chinese fables).
- 6.1.tpi.8. compare how different belief systems and/or religions confront morals throughout historical periods.

At Level 3, the student is able to

- 6.1.tpi.9. participate in a three-group rotation with a barter market, cuneiform writing, and map skill using reading for information worksheet about a society.
- 6.1.tpi.10. Construct examples of appropriate items from various cultures (e.g. medieval castles, pyramids, clothing items, food).
- 6.1.tpi.11. analyze how communities kept track of and regarded the passage of time.
- 6.1.tpi.12. analyze the power of myth and heroes throughout historical times by reading a community's literature.
- 6.1.tpi. 13. Create a piece of artwork based on a historical example such as a mosaic.

Economics

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

Learning Expectations:

- 2.01 Understand fundamental economic concepts and their application to a variety of economic systems.
- 2.02 Discuss economic connections, conflicts, and interdependence.
- 2.03 Understand the potential costs and benefits of individual economic choices.

SIXTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 6.2.spi.1. recognize an example of a barter economy.
- 6.2.spi.2. identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes, Mediterranean trade routes, ocean routes).

At Level 2, the student is able to

- 6.2.spi.3. identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and, domestication of plants and animals).
- 6.2.spi.4. recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus).
- 6.2.spi.5. recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, European).

At Level 3, the student is able to

- 6.2.spi.6. analyze how basic economic ideas influenced world events (i.e., supply and demand leads to exploration and colonization).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.2.tpi.1. trace the path of an produced item. (e.g. clothing, consumer goods, foods) to the classroom.
- 6.2.tpi.2. discuss how a society's economics are affected by the geography of the community.
- 6.2.tpi.3. research different job opportunities found throughout historical periods.

At Level 2, the student is able to

- 6.2.tpi.4. create a comparison chart between nomadic life and farming life.
- 6.2.tpi.5. create a spice chart detailing origination, pricing and uses of spices in present day and historical foods.
- 6.2.tpi.6. practice a variety of graphs to illustrate historical knowledge.
- 6.2.tpi.7. predict the items and their economic cost of an average household in different geographic areas throughout historical time periods.

At Level 3, the student is able to

- 6.2.tpi.8. write a historical travel brochure about a community listing different economic costs for items found within the community.
- 6.2.tpi.9. explore the different economic crisis and conflicts that confront a society.

- 6.2.tpi.10. judge the relative economic and psychological costs for a community when it commits to a grand scale project.

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships among people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectations:

- 3.01 Understand the characteristics and uses of maps.
- 3.02 Know the location of places and geographic features, both physical and human.
- 3.03 Understand the characteristics and uses of spatial organization of Earth's surface.
- 3.04 Understand the physical and human characteristics of place.

SIXTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 6.3.spi.1 identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans).
- 6.3.spi.2 identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains).

At Level 2, the student is able to

- 6.3.spi.3. identify the location of early civilizations on a map (i.e. Mesopotamian, Egyptian, Ancient Chinese, Indian.).
- 6.3.spi.4 identify geographic reasons for the location of population centers prior to 1500 (i.e. coastal plains, deserts, mountains, river valleys).
- 6.3.spi.5. use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps).

At Level 3, the student is able to

- 6.3.spi.6. interpret a graph that illustrates a major trend in world history (i.e. population growth, economic development, governance land areas, growth of religions).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.3.tpi.1. construct a map of major trade routes and/or geographic forms (e.g., draw map, salt-map, collage map).
- 6.3.tpi.2. research various methods of farming exhibited by various communities.
- 6.3.tpi.3. determine how the environment affected the development of a community.
- 6.3.tpi.4. discuss the environment, physical geography, plant and animal life of communities throughout historical time periods.

At Level 2, the student is able to

- 6.3.tpi.5. investigate the impact of a local river system on the development of the local community. Compare these consequences to those of an earlier river-based civilization.
- 6.3.tpi.6. analyze different types of housing utilized by indigenous peoples throughout time. Contrast housing changes after a community interacts with others from a different community.
- 6.3.tpi.7. create maps of early civilizations. Layer the maps to show how the civilization responded to the geography.

At Level 3, the student is able to

- 6.3.tpi.8. decide where to settle a hypothetical community on a geographic map.
- 6.3.tpi.9. debate the role of geography in warfare throughout historical time periods.
- 6.3.tpi.10. write a fictional account describing a historical community's physical geography choosing from a contemporary community that history changed dramatically through human or natural consequences (e.g., countryside vs. urbanization, desertification, irrigation).
- 6.3.tpi.11 examine the role of transportation networks in transferring of goods and ideas (e.g., Silk Road, Roman road building).

Governance and Civics

Content Standard: 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

- 4.01 Explain the development of a people's need to belong and organize into a system of governance.
- 4.02 Describe the purposes and structure of governments.
- 4.03 Identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

SIXTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 6.4.spi.1 recognize types of government (i.e. formal/informal, monarchy, direct/indirect democracy, republics, theocracy).

At Level 2, the student is able to

- 6.4.spi.2. recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states).
- 6.4.spi.3. identify the development of written laws (i.e., Hammurabi's Code, Justinian Code, Magna Carta).
- 6.4.spi.4. recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, class cystems).

At Level 3, the student is able to

- 6.4.spi.5. compare and contrast the lives of individual citizens in various governmental organizations (i.e. monarchial systems, feudal systems, caste systems, democratic systems-Greek).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.4.tpi.1. create a comparison chart for several types of government including monarchy, formal/informal, direct/indirect democracy, republics, and theocracy.
- 6.4.tpi.2. role-play various types of government with students playing the government officials, citizens, and other members of the society.
- 6.4.tpi.3. list advantages and disadvantages to varying forms of governance.

At Level 2, the student is able to

- 6.4.tpi.4. write a set of laws for the classroom. Compare these laws to various historical codes. (e.g. Hammurabi's Code, Ten Commandments).
- 6.4.tpi.5. discuss reasons why individuals combine to form governments.
- 6.4.tpi.6. recognize how warfare affects a community's governance system.
- 6.4.tpi.7. discover the importance of leadership in a governance system.

At Level 3, the student is able to

- 6.4.tpi.8. write a series of short fictional biographies of individuals living at various levels of society, (e.g. caste system, feudal system).
- 6.4.tpi.9. explain how wealth affects a community's governance system.
- 6.4.tpi.10. debate the influence of three stages of a governance cycle on a community (i.e., beginnings, status quo, and decline).

History

Content Standard: 5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

World History Standards Era 1: The Beginnings of Human Society

- 5.01 Recognize the importance of fire, weapons, and tools to early cultures and agriculture.

- 5.02 Understand the place of historical events in the context of past, present and future.
- 5.03 Identify how to use historical information acquired from a variety of sources.

World History Standards Era 2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

- 5.04 Recognize the importance of agriculture, evolution of writing, education, law, and trade in the development of early civilizations.
- 5.05 Understand the place of historical events in the context of past, present and future.
- 5.06 Identify how to use historical information acquired from a variety of sources.

World History Standards Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 AD)

- 5.07 Recognize the influence of major religions between both ancient eastern and western cultures.
- 5.08 Understand the place of historical events in the context of past, present, and future.
- 5.09 Identify how to use historical information acquired from a variety of sources.
- 5.10 Understand the rise and decline of ancient civilizations.

World History Standards Era 4: Expanding Zones of Exchange and Encounter (300AD-1000 AD)

- 5.11 Understand feudalism and the rise of the Christian church as dominant factors in Medieval Europe.
- 5.12 Understand the place of historical events in the context of past, present and future.
- 5.13 Identify how to use historical information acquired from a variety of sources.
- 5.14 Understand the achievements of great African and Asian empires.

World History Standards Era 5: The Emergence of Europe (1200-1500AD)

- 5.15 Appreciate the shift in institutions resulting as cultures moved from church dominated societies to an emphasis on science, philosophy, and art.
- 5.16 Understand the place of historical events in the context of past, present and future.
- 5.17 Identify how to use historical information acquired from a variety of sources.

SIXTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 6.5.spi.1 read a timeline and order events of the past between prehistory and the Renaissance.
- 6.5.spi.2. recognize the types of early communities (i.e., nomadic, fishing, farming).
- 6.5.spi.3. identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).
- 6.5.spi.4. recognize the forms of early world writing (i.e., cuneiform and Egyptian/Native American Hieroglyphics).
- 6.5.spi.5. identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).
- 6.5.spi.6. recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic.)
- 6.5.spi.7. recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance).

At Level 2, the student is able to

- 6.5.spi.8. identify conclusions about early world historical events using primary and secondary sources.
- 6.5.spi.9. recognize and order major historical events on a timeline between the Middle Ages and Renaissance.
- 6.5.spi.10. identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).
- 6.5.spi.11. identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval).
- 6.5.spi.12. recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases).
- 6.5.spi.13. identify the impact of advances in technology on history (i.e. agricultural revolution, Renaissance scientists, exploration during the 1400s).
- 6.5.spi.14. recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, art).

At Level 3, the student is able to

- 6.5.spi.15. evaluate to what extent civilizations build on the accomplishments of previous civilizations.
- 6.5.spi.16. compare and contrast the historical development of the Western, Eastern, and African cultures.
- 6.5.spi.17. recognize the significant mythologies of the Sumerians, Egyptian, Greeks, and Romans.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.5.tpi.1. create a self-time line from birth to present to reinforce the purposes and use of timelines.
- 6.5.tpi.2. create an example of an artifact that could be found by an archaeologist today (e.g., pottery shard, eating utensils, plaster bones).
- 6.5.tpi.3. make a facsimile Rosetta Stone (e.g., compare English, a student created language, and cuneiform or hieroglyphics).

At Level 2, the student is able to

- 6.5.tpi.3. study examples of primary and secondary sources about the same event.
- 6.5.tpi.4. create a timeline with various images depicting historical events.
- 6.5.tpi.5. attend a historical festival. (e.g., Renaissance festival).
- 6.5.tpi.6. read excerpts from historical documents. (e.g., Odyssey, Illiad).
- 6.5.tpi.7. write a short epic describing the events of the students life.

At Level 3, the student is able to

- 6.5.tpi.8. chart the names of the various gods from Greek and Roman mythologies to research which modern day words come from the Greek or Roman mythologies.
- 6.5.tpi.9. create a chart to compare societies. (e.g., Athens v. Sparta).
- 6.5.tpi.10. analyze the ever-changing role of transportation and subsequent effects on society.
- 6.5.tpi.11 attend a field trip pertaining to an early world history topic.

Individuals, Groups, and Interactions

Content Standard: 6.0

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

- 6.01 Understand the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at world levels.

SIXTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 6.6.spi.1 identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors.)

At Level 2, the student is able to

- 6.6.spi.2. recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).

At Level 3, the student is able to

- 6.6.spi.3. describe the ways in which individuals can change groups (i.e., Martin Luther – Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, Buddha – Chinese Culture).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 6.6.tpi.1. go to an archaeological dig in Tennessee (e.g., Chucaloosa, the Hermitage, Rocky Mount).
- 6.6.tpi.2. present information on the significance of individuals from world history. (e.g., costuming, written report, oral report, diorama).
- 6.6.tpi.3. demonstrate model behavior when a guest speaker attends the classroom.

At Level 2, the student is able to

- 6.6.tpi.4. compare an average person's life within a community with that of a historically significant person throughout historical time periods.
- 6.6.tpi.5. explore the importance of scientific advancements to the development of communities.
- 6.6.tpi.6. experience a storyteller's rendition of a historical event.

At Level 3, the student is able to

- 6.6.tpi.7. assume the role of a historical person to debate an issue within the classroom.
- 6.6.tpi.7. analyze differing communities' perception of beauty.
- 6.6.tpi.8. debate how human beings adopted new skills throughout time in order to predict the future.
- 6.6.tpi.8. analyze a society in history to compare it to its status today.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

SIXTH GRADE

Accomplishments

In Sixth Grade, students study the history of early world history. Integrate the six Social Studies standards of essential content knowledge and four process skills for instructional purposes.

Culture

6.1.01 Understand the nature and complexity of culture.

a. Define the basic components of culture.
b. Identify how communities reflect the cultural background of their inhabitants.
c. Compare how cultures differ in their use of similar environments and resources.
d. Analyze how human migration and cultural activities influence the character of a place.

6.1.02 Recognize the role of major religions.

a. Define religion.
b. Describe the beliefs of the world major religions.
c. Identify the founders of the world's major religions.

6.1.03 Appreciate the relationship between physical environments and culture.

a. Identify characteristics of a physical environment that contribute to the growth and development of a culture.
b. Evaluate the effect of technology on a culture.
c. Explain why individuals and groups respond differently to their physical and social environments.

6.1.04 Recognize how cultural and individual's perceptions affect places and regions.

a. Explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.
b. Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate understanding or cause misunderstanding.

6.1.05 Understand the role that diverse cultures and historical experiences had on the development of the world.

a. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
b. Define cultural diffusion.
c. Compare different ways in which cultural diffusion takes place.

6.1.06 Understand the influence of science and technology on the development of culture through time.

a. Construct a time line of technological innovations and rate the importance of technological advancements.
b. Show through specific examples how science and technology have changed people's perceptions of the social and natural world.
c. Describe examples in which values, beliefs, and attitudes have been influenced by technological knowledge.

Economics

6.2.01 Understand fundamental economic concepts and their application to a variety of economic systems.

a. Explain the relationship of supply and demand in early World History.
b. Describe the change from hunter/gatherer economies to economies based on animal and plant domestication.
c. Investigate the impact of trade on the economies of early civilizations.

6.2.02 Discuss economic connections, conflicts, and interdependence.

a. Define various types of economies and their methods of production and consumption.
b. Apply economic concepts to evaluate historic developments.
c. Explain the economic impact of improved communication and transportation.
d. Appraise the relationship among scarcity of resources, economic development, and international conflict.

6.2.03 Understand the potential costs and benefits of individual economic choices.

a. Differentiate between needs and wants.
b. Analyze how supply and demand, and change in technologies impact the cost for goods and services.
c. Evaluate the relationship between creditors and debtors.

Geography

6.3.01 Understand the characteristics and uses of maps.

a. Use the basic elements of maps and mapping.
b. Identify the locations of certain physical and human features and events on maps and globes.

6.3.02 Know the location of places and geographic features, both physical and human.

a. Identify the location of earth's major landforms such as continents, islands, and mountain ranges, and major bodies of water such as the oceans, seas, rivers, and gulfs.
b. Describe the location of major physical characteristics such as landforms, climate, soils, water, features, vegetation, resources, and animal life, and human characteristics such as language groups, religions, political systems, economic systems, and population centers in the world.
c. Explain how and why the location of geographic features both physical and human in the world change over time and space.

6.3.03 Understand the characteristics and uses of spatial organization of Earth's surface.

a. Identify concepts that define and describe spatial organization such as location, distance, direction, scale, movement and region.
b. Explain how changing technology such as transportation and communication technology affect spatial relationships.

6.3.04 Understand the physical and human characteristics of place.

a. Describe how physical and human processes shape the characteristics of a place.
b. Explain how technology shapes the physical and human characteristics of places.
c. Explain why places have specific physical and human characteristics in different parts of the world.

Governance and Civics

6.4.01 Explain the development of a people's need to belong and organize into a system of governance.

a. Identify informal and formal forms of governance.
b. Describe the purpose of governance and how its powers are acquired, used and justified.
c. Analyze the necessity of establishing and enforcing the rule of law.
d. Originate models of lower to higher forms of social and political orders.

6.4.02 Describe the purposes and structure of governments.

a. Identify written laws handed down from ancient civilizations.
b. Explore the development of citizenship and government in ancient civilizations.
c. Explain and apply concepts such as power, role, status, justice and influence to the examination of persistent issues and social problems.
d. Recognize the relationship between a place's physical, political, and cultural characteristics and the type of government that emerges in that place.

6.4.03 Identify how cooperation and conflict among people influence the division and control resources, rights, and privileges.

a. Identify natural resources that are necessary to the survival of a civilization.
b. Differentiate between rights and privileges of the individual.
c. Consider how cooperation and conflict affects the dissemination of resources, rights and privileges.

History

World History Standards Era 1: The Beginnings of Human Society

6.5.01 Recognize the importance of fire, weapons, and tools to early cultures and agriculture.

a. List ancient weapons and tools.
b. Understand the role of the environment in terms of influencing the development of weapons, and tools.
c. Explain the role of agriculture in early settled communities.
d. Recognize the immediate and long term impacts and influences of early agricultural communities such as Southwest Asia and the African Nile Valley.

6.5.02 Understand the place of historical events in the context of past, present and future.

a. Describe the biological processes that shaped the earliest human communities.

b. Identify the characteristics of hunter-gatherer communities in various continental regions in Africa versus the Americas.
c. Explain how different early human communities expressed their beliefs.

6.5.03 Identify how to use historical information acquired from a variety of sources.

a. Explain how geologists, archaeologists, and anthropologists study early human development.
b. Identify scientific evidence regarding early human settlements in Africa.

World History Standards Era 2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

6.5.04 Recognize the importance of agriculture, evolution of writing, education, law, and trade in the development of early civilizations.

a. Describe the characteristics of writing in Mesopotamia, Egypt, and the Indus valley and how their written records shaped political, legal, religious, and cultural life.
b. Compare and contrast the Mycenaean Greek development of agriculture, writing, education, law and trade with another society.
c. Explain how the development of different types of tools, laws, and religion influenced early Chinese civilization.

6.5.05 Understand the place of historical events in the context of past, present and future.

a. Compare and contrast how the economic, political, cultural, and environmental factors among the ancient civilizations of Egypt, Indus River Valley, China, and Mesopotamia shaped their histories.
b. Explain the decline of the Indus Valley civilization.
c. Identify significant individuals and events in Egyptian civilization.
d. Describe the characteristics of Aryan society.

6.5.06 Identify how to use historical information acquired from a variety of sources.

a. Describe what archaeological evidence reveals about Chinese history during the Chang Dynasty.
b. Identify early forms of writing, law, and trade i.e. cuneiform, hieroglyphics, barter, Code of Hammurabi, and the Ten Commandments.

World History Standards Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 AD)

6.5.07 Recognize the influence of major religions between both ancient eastern and western cultures.

a. Illustrate the placement of major religions on the earth's surface.
b. Compare and contrast elements of Judaism, Christianity, and Islam.
c. Identify the causes and spread of Christianity.
d. Explain the origins of Buddhism and fundamental Buddhist beliefs.

6.5.08 Understand the place of historical events in the context of past, present, and future.

a. Explain the patterns of Phoenician political organization, culture, and trade in the Mediterranean basin.
b. Describe the development of Greek city-states and their political and social characteristics.
c. Identify the characteristics of the Assyrian and Babylonian Empires.
d. Explain the impact and achievements of the Hellenistic period on art, mathematics, science, philosophy, and political thought.
e. Understand the origins and social framework of Roman society.
f. Identify fundamental social, political, and cultural characteristics of Chinese society under early imperial dynasties.

6.5.09 Identify how to use historical information acquired from a variety of sources.

a. Compare geographical and architectural features of Egypt.
b. Identify major cultural elements of Greek society such as sculpture, architecture, and pottery.
c. Explore the role of art, literature, and mythology in Greek society by analyzing primary sources.
d. Explain the political, commercial and cultural uses of Latin and Greek as universal languages of the Roman Empire.

6.5.10 Understand the rise and decline of ancient civilizations.

a. Construct time lines to show sequences of important dates and events.
b. Identify cause and effect of events leading to the rise and decline of civilizations.
c. Describe how the rise and decline of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks affected societies.

World History Standards Era 4: Expanding Zones of Exchange and Encounter (300AD-1000 AD)

6.5.11 Understand feudalism and the rise of the Christian church a dominant factor in Medieval Europe.

a. Identify the spread of Christian belief in Europe.
b. Diagram the social structure of medieval society.
c. Explain the significance of Norse migrations and invasions.

d. Describe social class and gender roles in Medieval Europe.

6.5.12 Understand the place of historical events in the context of past, present and future.

a. Understand the significant features of Mayan and Andean civilization as in their location of cities, road systems, sea routes, status of elite women and men, art, and architecture.
b. Recognize the importance of maritime and overland trade routes linking regions of Afro-Eurasian societies.

6.5.13 Identify how to use historical information acquired from a variety of sources.

a. List the major achievements in technology, astronomy, and medicine in the Gupta societies.
b. Identify monastic examples of preserving Greco-Roman and early Christian learning.
c. Read an example of African oral history for its historical importance.

6.5.14 Understand the achievements of great African and Asian empires.

a. Identify the spread of Islamic belief in Asia and Africa.
b. Explain how the influence of Islamic ideas and practices influenced culture and social behavior.
c. Describe the characteristics of and development of great African and Asian civilizations.
d. Identify the impact of Chinese society on surrounding cultures in terms of assimilation of ideas and political autonomy.

World History Standards Era 5: The Emergence of Europe (1200-1500AD)

6.5.15 Appreciate the shift in institutions from a church dominated society to the rise of science, philosophy, and art.

a. Recognize the developments of science, philosophy, and art in the 14th and 15th centuries.
b. Understand the significant developments of medieval English in legal and constitutional practices and how this shaped the development of European governments.
c. Recognize the origins and the economic, social, and political impact of the plague upon Eurasian societies.
d. Judge the significance of the Reformation on the development of Europe.

6.5.16 Understand the place of historical events in the context of past, present and future.

a. Compare and contrast feudalism and manoralism.

b. Explain the cultural characteristics of Islamic society such as a common language, religious text, and society and how this led to cohesiveness across regions.
c. Identify features of trade routes in Asia, Europe, and Africa.
d. Describe the roles and motivations of squires, saints, and soldiers in Christian Europe.
e. Describe the economic, social, and religious features of West Africa.

6.5.17 Identify how to use historical information acquired from a variety of sources.

a. Identify aspects of the architecture of Medieval Europe and how some elements may still be seen in local and modern architecture.
b. Compare and contrast art, architecture, and education in medieval Christian and Spanish Muslim society.
c. Rate the importance of foreign sources in recording the history in areas of Mongol domination as in the travels of Marco Polo and Ibn Battuta.

Individuals, Groups, and Interactions

6.6.01 Understand the impact of individual and group decisions on citizens and communities.

a. Recognize that individuals can belong to groups but still have their own identity.
b. Relate personal changes to social, cultural, and historical contexts.
c. Describe personal connections to place, as associated with community, nation and world.
d. Describe ways regional, ethnic, and national cultures influence individuals' daily lives.

6.6.02 Understand how groups can impact change at world levels.

a. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.
b. Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
c. Analyze group and institutional influences on people, events, and elements of culture.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001, updated August 13, 2002

SEVENTH GRADE – WORLD GEOGRAPHY

Standards, Learning Expectations, and Draft Performance Indicators

Culture

Content Standard: 1.0

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- 1.01 Understand the complex nature of culture.
- 1.02 Recognize the role of major religions.
- 1.03 Appreciate the relationship between physical environments and culture.
- 1.04 Understand how cultural perspective impacts perceptions of places and regions.

SEVENTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 7.1.spi.1. recognize cultural definitions (i.e., language, religion, customs, political system, economic system).

At Level 2, the student is able to

- 7.1.spi.2. locate cultural information on a thematic map (i.e., languages, political systems, economic systems, religions).

At Level 3, the student is able to

- 7.1.spi.3. compare and contrast the tenets of the five major world religions (i.e., Christianity, Buddhism, Islam, Hinduism, and Judaism).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 7.1.tpi.1 research a country for a fictional visit.
- 7.1.tpi.2. host a cultural food fair bringing in recipes and/or food items from varying cultures.
- 7.1.tpi.3. decide what is needed to define the character of a place.
- 7.1.tpi.4. draw a thematic map.

At Level 2, the student is able to

- 7.1.tpi.5. use the internet to explore cultural differences among groups of people by analyzing data updates, viewing pictures, and researching cultural facts.
- 7.1.tpi.6. design a cartouche (a signature in ancient Egyptian times)n using global images describing the student's interests. Include only the student's name as the only English word on the page. The student will describe to the class why he/she choose the symbols to include in his/her cartouche.

At Level 3, the student is able to

- 7.1.tpi.5. use a chart, Venn diagram, graphic organizer to compare/contrast tenets of the five major world religions.

Economics

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

- 2.01 Understand fundamental economic concepts and their application to a variety of economic systems.
- 2.02 Understand global economic connections, conflicts, and interdependence.
- 2.03 Understand the changes that occur in the nature, use, distribution, and importance of resources.

SEVENTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 7.2.spi.1. recognize basic economic concepts (i.e. imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, depression).
- 7.2.spi.2. define renewable and nonrenewable resources.
- 7.2.spi.3. define demographic concepts. (i.e. population, population distribution, population density, growth rate).

At Level 2, the student is able to

- 7.2.spi.4. interpret economic issues as expressed with maps, tables, diagrams, and charts.
- 7.2.spi5. select the major resources, industrial, and agricultural products for the three grand divisions from a map of Tennessee.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 7.2.tpi.1 cite examples of renewable and nonrenewable resources from the community.
- 7.2.tpi.2. identify through a graphic organizer various economic systems used throughout the world.
- 7.2.tpi.3. select a photograph from a global community and cite examples of how this photograph illustrates the local economy.

At Level 2, the student is able to

- 7.2.tpi.4. simulate the basic concepts of economics by classroom activities.
- 7.2.tpi.5. use symbolic space through simulations to show real world facts and figures.
- 7.2.tpi.6. compare imports and exports on a bar graph.
- 7.2.tpi.7. know the major resources, industrial and agricultural products from Tennessee.
- 7.2.tpi.8. use a table of facts to analyze differences among countries and communities in economic terms (e.g. exports, imports.)

At Level 3, the student is able to

- 7.2.tpi.9. use a population pyramid to show population and gender of students in the class, school, community, state, and various countries or continents.
- 7.2.tpi.10. illustrate global trading patterns.
- 7.2.tpi.11.evaluate the domestic and international impact of various economic agreements (e.g., NAFTA, European Union).

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectations:

- 3.01 Understand the characteristics and uses of maps, globes, and other geographic tools and technologies.
- 3.02 Know the location of places and geographic features, both physical and human, locally, regionally and globally.
- 3.03 Understand the characteristics and uses of spatial organization of Earth's surface.
- 3.04 Understand the physical and human characteristics of place.
- 3.05 Understand that common physical and cultural characteristics create regions.
- 3.06 Understand how physical processes shape the Earth's natural landscapes and affect environments.
- 3.07 Understand how physical systems and the physical environment affect human systems.
- 3.08 Understand how human activities impact and modify the physical environment.

- 3.09 Understand the nature, distribution and migration of human populations on Earth's surfaces.

SEVENTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 7.3.spi.1. identify and use the basic elements of maps and mapping.
- 7.3.spi.2. locate the Earth's major physical characteristics (i.e., 7 continents, 4 oceans).
- 7.3.spi.3.identify the major river systems of Tennessee.
- 7.3.spi.4. distinguish the differences among rural, suburban, and urban communities.
- 7.3.spi.5. select the natural resources found in the 3 grand divisions of Tennessee (coal, copper, timber, plants, animals.)
- 7.3.spi.6. Locate on a map specific lines of longitude and latitude. (i.e., Prime Meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn, Arctic Antarctic circles).
- 7.3.spi.7. compare the five largest cities of Tennessee using a bar graph.
- 7.3.spi.8. define demographic concepts (i.e., population, population distribution, population density, growth rate, family size, and infant mortality).

At Level 2, the student is able to

- 7.3.spi.9. identify the location of Earth's major landforms and bodies of water (i.e., Rockies, Andes, Himalayas, Alps, Urals, Sahara desert, Nile River Valley, Great Plains, Mississippi River, Amazon River, Thames River, Seine River, Rhine River, Danube River, Tigris River, Eurphrates River, Ganges River, Volga River, Yellow River).
- 7.3.spi.10 identify the characteristics that define a region geographically.
- 7.3.spi.11. recognize specific physical processes that operate on the Earth's surface (i.e., erosion, volcanoes, earthquakes, wind and water currents, plate tectonics, and weathering).
- 7.3.spi.12. identify the six physical regions of Tennessee (i.e. Unaka Mountains, Valley and Ridge, Cumberland Plateau, Highland Rim, Central Basin, Gulf Coastal Plain).
- 7.3.spi.13. recognize the definitions of modifications on the physical environment (i.e. global warming, deforestation, desert, urbanization).

- 7.3.spi.14. distinguish between types of maps. (i.e. political, physical, climatic, land-use resource, contour, elevation, topographic.)
- 7.3.spi.15 interpret a map indicating scale, distance and direction.
- 7.3.spi.16. view and discuss a show which shows a diverse global culture.

At Level 3, the student is able to

- 7.3.spi.17. read and interpret a time zone map.
- 7.3.spi.18. analyze the environmental consequences of humans changing their physical environment (i.e., air and water pollution, mining, deforestation, global warming).
- 7.3.spi.18. examine reasons and patterns of human migration through the use of maps, charts, diagrams (i.e., famine, natural disasters, political and religious oppression, wars).
- 7.3.spi.19. predict the consequences of population changes on the Earth's physical and cultural environments.
- 7.3.spi.20. interpret a population pyramid.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 7.3.tpi.1 construct a papier of a world globe showing the seven continents and four oceans.
- 7.3.tpi.2. color country and regional outline maps.
- 7.3.tpi.3. apply geographic symbols to outline maps.
- 7.3.tpi.4. create student maps illustrating geographic terminology (e.g. archipelago, atoll, bay, canyon, cape, continental divide, delta, estuary, fjord, headwaters, glacier, gulf, island, isthmus, lagoon, mesa, ocean currents, peninsula, plateau, reef, strait.)
- 7.3.tpi.5. list physical characteristics that comprise a place (e.g., landforms, water systems, climate patterns, and plant and animal life).
- 7.3.tpi.6. participate in a class-wide analysis of ecosystems through the use of posters, and illustrations.
- 7.3.tpi.7. explain how geographers use technology to study the earth.

At Level 2, the student is able to

- 7.3.tpi.8. construct a salt map illustrating the six regions of Tennessee.
- 7.3.tpi.9. create a bar graph showing the various physical processes.
- 7.3.tpi.10. create a cause and effect chart which shows relationships between geographic issues. (water pollution, immigration, settlement.)

- 7.3.tpi.11. construct a cartogram showing a community population variations.
- 7.3.tpi.12. research the industrial development of a country giving the causes and consequences of urbanization.
- 7.3.tpi.13. compare the four major families of map projections; conformal, equal-area, azimuthal, and equidistant. Explain the biases of the Mercator's versus the Peter's projections.

At Level 3, the student is able to

- 7.3.tpi.14. debate the consequences of deforestation.
- 7.3.tpi.15. create a power-point presentations to illustrate and facilitate information on any given topic.
- 7.3.tpi.16. construct a volcano demonstrating physical processes.
- 7.3.tpi.17. use population data sheets to further understand a community's demographics.
- 7.3.tpi.18. conduct a classroom geo-bee.

Governance and Civics

Content Standard: 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

- 4.01 Understand different systems of governance.
- 4.02 Understand how cooperation and conflict among people influence the division and control of resources, rights, and privileges.

SEVENTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 7.4.spi.1. define the different types of governments (i.e., democracy, autocracy, oligarchy, monarchy, dictatorship).
- 7.4.spi.2. using a map key, locate various governance systems.

At Level 2, the student is able to

- 7.4.spi.3. recognize how the boundaries of Congressional districts change in the state of Tennessee. (i.e. statutory requirements, population shifts, political power shifts).
- 7.4.spi.3. identify political leaders from selected contemporary settings (i.e. United States, India, Canada, Mexico, Great Britain, Russia, China).

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 7.4.tpi.1 compare different political systems with those of the United States.
- 7.4.tpi.2 use a graphic organizer to outline information according to importance on how communities govern themselves.

At Level 2, the student is able to

- 7.4.tpi.3 describe components of various governments.
- 7.4.tpi.4. write an essay comparing different political systems with that of the United States.
- 7.4.tpi.5. debate various governments' laws and compare them to the United States (e.g., China's one child rule, women's rights, children's rights).

At Level 3, the student is able to

- 7.4.tpi.6. research contemporary issues from Internet sites pertaining to different perspectives.

History

Content Standard: 5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

- 5.1 Understand the patterns of human settlement.
- 5.2 Recognize that places change over time.

SEVENTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 7.5.spi.1. identify the causes and consequences of urbanization (i.e. industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, crime).

At Level 2, the student is able to

- 7.5.spi.2. identify reasons why people choose to settle in different places (i.e., occupation, family, climate, natural resources).
- 7.5.spi.3. map large civilizations to discover the impact of water as a main reason behind a society's founding.

At Level 3, the student is able to

- .5.spi.4. analyze the causes and effects of change in a place over time from a written passage.

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 7.5.tpi.1 diagram or reconstruct the movement of continents and tectonic plates.

At Level 2, the student is able to

- 7.5.tpi.2. research past geographic phenomena and their impact on societies (e.g., volcanoes, earthquakes, hurricanes, flooding, typhoons).

At Level 3, the student is able to

- 7.5.tpi.3. analyze how geography affected historic events in order to predict future problems and decisions.
- 7.5.tpi.4. explore how geographic places change throughout time through pictures, and illustrations.

Individuals, Groups, and Interactions

Content Standard: 6.0

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

Learning Expectations:

- 6.01 Understand the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at local, regional, and global levels.
- 6.03 Understand how a geographic view is a significant tool in interpreting the present and planning for the future.

SEVENTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

At Level 1, the student is able to

- 7.6.spi.1. identify ways family, groups, and community influence daily life and personal choices.

At Level 2, the student is able to

- 7.6.spi.2. differentiate between the rights, roles and state of the individual in relation to the general welfare in various regions of the world.

At Level 3, the student is able to

- 7.6.spi.3. recognize the causes, consequences and possible solutions applied by governing bodies to persistent global issue using a narrative (i.e., health, security, resource allocation, economic development, environmental quality.)

Performance Indicators Teacher:

As documented through teacher observation –

At Level 1, the student is able to

- 7.6.tpi.1. diagram the home, school, or path to school in order to achieve a personal sense of geographic perspective.
- 7.6.tpi.2. conduct a discussion about the culture of the school, and community to show how regional, ethnic and national culture affects the student's daily life.
- 7.6.tpi.3. exhibit model behavior during a guest speaker.

At Level 2, the student is able to

- 7.6.tpi.4. create a web diagram analyzing multiple points of view about geographic issues. (e.g., land use, urban planning, conservation, consumption, production, population.)
- 7.6.tpi.5. discuss how individuals exhibit how he/she belongs to a larger culture and, yet, retain their individual identities.
- 7.6.tpi.6. compare an average student's calorie consumption both in terms of calorie intake and a total daily energy consumption to that of an average third world student's average consumption.
- 7.6.tpi.7. analyze how individuals within the global culture can influence a country's conduct. (e.g., Ghandi, Castro, Mandella, Hussein).

At Level 3, the student is able to

- 7.6.tpi.8. participate in a simulation in which students assume roles of an international organization in which they attempt to resolve global issues.
- 7.6.tpi.9. compare women's rights in the United States, Europe, Asia, Africa, and the Middle East.
- 7.6.tpi.10. debate how role, status, and social class affect interactions of individuals and social groups.
- 7.6.tpi.11 create a montage showing cooperation and conflict throughout the world.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

SEVENTH GRADE – WORLD GEOGRAPHY

Accomplishments

In World Geography, students study cultures and geography of the contemporary world. Integrate the six Social Studies standards of essential knowledge and four process skills for instructional purposes.

Culture

7.1.01 Understand the complex nature of culture.

a. Define the basic components of culture.
b. Explain how people living in the same region maintain different ways of life.
c. Identify how communities locally, regionally, and globally reflect the cultural background of their inhabitants.
d. Analyze the role of cultural diffusion and interactions among Earth's human systems in the ongoing development of Earth's cultural landscapes.
e. Identify and describe the location of major cultural attributes such as language, religion, political systems, economic systems, and population centers locally, regionally, and globally.

7.1.02 Recognize the role of major religions.

a. Define religion.
b. Describe the beliefs of the world's major religions.
c. Evaluate the role of religious beliefs on local, regional, nation-state, and global levels.

7.1.03 Appreciate the relationship between physical environments and culture.

a. Identify characteristics of a physical environment that contribute to the growth and development of a culture.

b. Compare how cultures differ in their use of similar environments and resources.
c. Evaluate the effect of technology on various cultures.

7.1.04 Understand how cultural perspective impacts perceptions of places and regions.

a. Explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.
b. Describe how language, art, music, belief systems, and other cultural elements facilitate global understanding or cause misunderstanding.

Economics

7.2.01 Understand fundamental economic concepts and their application to a variety of economic systems.

a. Define various types of economies and their methods of production and consumption (e.g., market economy, free enterprise, capitalism, communism, and socialism).
b. List the major resources and industrial and agricultural products, locally, regionally, and globally.
c. Apply basic economic concepts in studying the various regions of the world such as export, import, tariffs, closed and emerging markets.
d. Explain the interactions between domestic and global economic systems.

7.2.02 Understand global economic connections, conflicts, and interdependence.

a. Recognize that resources, goods, and services are exchanged worldwide.
b. Explain the interactions between domestic and global economic systems.
c. Explain the economic impact of improved communication and transportation.
d. Appraise the relationship among scarcity of resources, economic development, and international conflict.
e. Evaluate the domestic and international impact of various economic agreements.
f. Apply economic concepts to evaluate contemporary developments.

7.2.03 Understand the changes that occur in the nature, use, distribution, and importance of resources.

a. Describe the characteristics, location, and use of renewable and nonrenewable resources.
b. Identify ways resources are recycled.
c. Describe patterns of resource distribution and utilization.

d. Discover the relationship between the use, availability, and accessibility of resources and a country's standard of living, including the role of technology in resource acquisition and use.
e. Analyze issues related to the location, availability, use, distribution, and trade of natural resources.

Geography

7.3.01 Understand the characteristics and uses of maps, globes, and other geographic tools and technologies.

a. Identify, describe, and be able to use the basic elements of maps and mapping.
b. Identify the location of physical and human attributes on maps and globes at local, regional, and global scales.
c. Demonstrate an understanding of various types of maps including thematic and topographic maps.
d. Discuss applications of current geographic techniques in mapping such as GIS and GPS.

7.3.02 Know the location of places and geographic features, both physical and human, locally, regionally and globally.

a. Identify the location of Earth's major physical characteristics such as continents, landforms, bodies of water, climate regions, vegetation, and natural resources.
b. Identify the location and size of major human features such as cities, political units, and countries.
c. Explain why physical, biological and human processes leave discernable patterns on the Earth's surface locally, regionally, and globally.
d. Identify the spatial distribution of major ecosystems such as tropical rainforest, desert and grassland.

7.3.03 Understand the characteristics and uses of spatial organization of Earth's surface.

a. Identify concepts and geographic tools used to define and describe spatial organization such as absolute and relative location, distance, direction, scale, movement and region.
b. Explain patterns of spatial organization including why some areas are more densely settled than others are and the differences between rural, urban, and suburban patterns.
c. Describe factors that affect spatial organization of the Earth's surface such as transportation, migration, and communication technology.

7.3.04 Understand the physical and human characteristics of place.

a. Identify which features on Earth's surface are physical and which are human.
b. Describe how physical, biological, and human characteristics and processes define and shape a place.
c. Describe how human movement and migration influence the character of a place.
d. Appraise the symbiotic relationship between the physical and human environments as they are reflected on Earth's surface.

7.3.05 Understand that common physical and cultural characteristics create regions.

a. Identify the criteria used to define a region, including physical traits and formal, functional, and vernacular cultural regions.
b. Describe types of regions at the local, regional, and global level.
c. Describe how cultures influence the characteristics of regions and how human characteristics make specific regions of the world distinctive.
d. Explain factors that contribute to changing regional characteristics and boundaries.

7.3.06 Understand how physical processes shape the Earth's natural landscapes and affect environments.

a. Identify types of Earth's physical processes such as tectonic activity, changing landforms.
b. Consider the effect of weathering and erosion, the hydrologic cycle and climate change.
c. Analyze physical patterns and ecosystems found locally, regionally, and globally.
d. Examine the consequences of a specific physical process operating on Earth's surface.

7.3.07 Understand how physical systems and the physical environment affect human systems.

a. Describe how the characteristics of different physical environments affect human activities including ways in which people adapt to living in different physical environments.
b. Describe the impact and interaction of natural hazards and disasters on human settlements and systems.
c. Evaluate the limits and opportunities of physical environments for human activities.

7.3.08 Understand how human activities impact and modify the physical environment.

a. Describe effects of human modification on the physical environment including global warming, deforestation, desertification, and urbanization.

b. Explain the ways in which human induced changes in the physical environment in one place can cause changes in other places.
c. Analyze the environmental consequences of humans changing the physical environment.

7.3.09 Understand the nature, distribution and migration of human populations on Earth's surfaces.

a. Identify the characteristics of populations at a variety of scales including ethnicity, age distribution, number of males and females, and life expectancy.
b. Define demographic concepts including population, population distribution, population density, growth rate, family size, and infant mortality.
c. Describe the causes and effects of human migration such as "push and pull" factors.
d. Analyze contemporary population issues.
e. Predict the consequences of population changes on the Earth's physical and cultural environments.

Governance and Civics

7.4.01 Understand different systems of governance.

a. Recognize world political regions locally, regionally, and globally.
b. Explain the purposes and structure of various systems of governance.
c. Compare different political systems with that of the United States and identify political leaders from selected contemporary settings.
d. Explain the relationship between a place's physical, political, and cultural characteristics and the type of government that arises in that place.

7.4.02 Understand how cooperation and conflict among people influence the division and control of resources, rights, and privileges.

a. Identify international and multinational organizations of cooperation.
b. Describe the current struggles over energy resources and how different governments resolve these problems.
c. Describe conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
d. Explore governmental responses to environmental issues such as air pollution, watershed management, water pollution and solid waste, including hazardous and toxic waste.
e. Describe ideas and mechanisms governments develop to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

History

7.5.01 Understand the patterns of human settlement.

a. Identify reasons why people choose to settle in different places.
b. Explain how and why the location of settlements changes over space and time locally, regionally, and globally.
c. Explain factors leading to areas of dense human settlement.
d. Describe factors involved in the growth and development of cities.
e. Evaluate the causes and consequences of urbanization.

7.5.02 Recognize that places change over time.

a. Identify the physical and human factors that influences a place.
b. Analyze the causes and effects of changes in a place over time.

Individuals, Groups, and Interactions

7.6.01 Understand the impact of individual and group decisions on citizens and communities.

a. Recognize that individuals can belong to groups but still retain their own identity.
b. Know how to share and give opinions in a group.
c. Describe personal connections to a place.
d. Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.
e. Examine issues involving the rights, roles, and status of the individual in relation to the general welfare in various regions of the world.

7.6.02 Understand how groups can effect change at local, regional, and global levels.

a. Identify ways family, groups, and community influence daily life and personal choices.
b. Demonstrate an understanding of concepts such as role, status, and social class when describing the interactions of individuals and social groups in various regions of the world.
c. Explore the causes, consequences, and possible solutions applied by governing bodies to persistent global issues such as health, security, resource allocation, economic development, and environmental quality.

7.6.03 Understand how a geographic view is a significant tool in interpreting the present and planning for the future.

a. Identify the effects of physical and human geographic factors on current policies and issues such as land use, urban planning, and conservation issues.
b. Describe the impact of contemporary patterns of consumption, production, and population growth on the future spatial organization of Earth.
c. Integrate multiple points of view to analyze and evaluate contemporary geographic issues.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

EIGHTH GRADE

Standards, Learning Expectations, and Draft Performance Indicators

Culture

Content Standard: 1.0

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

- Understand the nature and complexity of culture.
- 1.02 Discuss the development of major religions.
- 1.03 Identify the role those diverse cultures had on the development of the Americas.
- 1.04 Describe the influence of science and technology on the development of culture through time.

EIGHTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 8.1.spi.1. recognize the definition of religion.
- 8.1.spi.2. identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German).
- 8.1.spi.3. recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation).

at Level 2, the student is able to

- 8.1.spi.4. compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, Quakerism).
- 8.1.spi.5. identify how religion contributed to early American society (i.e. impact on government, education, social norms, slavery, tolerance).
- 8.1.spi.6. interpret a timeline of technological innovations.

at Level 3, the student is able to

- 8.1.spi.7. recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American south, British v. French influences).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 8.1.tpi.1. describe how immigrants retained their essential components of culture by creating a collage of different societies (e.g., the influence of the Inuit on the Native Americans, the Aztecs on the Peoples of the Southwest, the British on the early American colonials, the French on early Canadians).
- 8.1.tpi.2. use a cluster diagram to show how Native Americans from each region adapted to their environment and created cultural items.
- 8.1.tpi.3. read a primary document and a textbook passage on a cultural exchange between Native Americans and early American colonials. Compare and contrast the perspective of the two accounts.
- 8.1.tpi.4. explore the change in family roles by writing an essay on the roles and responsibilities of a wife, husband, and children in post Revolutionary America.

at Level 2, the student is able to

- 8.1.tpi.5. compare and contrast different cultures of people in the same region in a T chart.
- 8.1.tpi.6. distinguish between tenets of various early American religions by creating a Venn diagram.
- 8.1.tpi.7. trace the role of diverse cultures on the development of the United States through the development of music and art.

- 8.1.tpi.8. research how specific technological innovations have impacted society.
- 8.1.tpi.9. make a timeline of technological innovations.
- 8.1.tpi.10. describe how warfare influences cultural trends (e.g. French and Indian War, American Revolution, War of 1812, and Civil War).

at Level 3, the student is able to

- 8.1.tpi.11. Chart the perspectives of various cultural groups in American History regarding social, economic, and political ideas.
- 8.1.tpi.12. explore the cultural infusion of slave and religious songs by reading or singing an example of each.
- 8.1.tpi.13. assess by discussion, debate or writing the impact of immigration and cultural diffusion on the character of a place.
- 8.1.tpi.14. evaluate the perspectives of various cultural groups in American History (e.g. social, economic, political).

Economics

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

Learning Expectations:

- 2.1 Understand fundamental economic concepts and their application to a variety of economic systems.
- 2.2 Understand global economic connections, conflicts, and interdependence.
- 2.3 Understand the potential costs and benefits of individual economic choices in the market economy.
- 2.4 Understand the interactions of individuals, businesses, and the government in a market economy.

EIGHTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 8.2.spi.1. recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).
- 8.2.spi.2. interpret a diagram showing the steps of changing a resource into a product.
- 8.2.spi.3. differentiate between credit and debt.

at Level 2, the student is able to

- 8.2.spi.4. recognize the economic activities of early America (i.e., agriculture, industry, and service).
- 8.2.spi.5. identify various forms of taxation (i.e., tariffs, sales tax, excise tax).
- 8.2.spi.6. interpret a variety of economic graphs and charts with topics (i.e. the Columbian exchange, numbers of slaves, population of colonies, population diversity).
- 8.2.spi.7. differentiate between a commercial and subsistence economy.
- 8.2.spi.8. recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market).

at Level 3, the student is able to

- 8.2.spi.9. analyze in economic terms, (i.e., climate, triangle trade, infrastructure, topography), why slavery flourished in the South as opposed to the North.
- 8.2.spi.10. distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligopoly, free competition).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 8.2.tpi.1. cut out or draw pictures of agricultural products grown in regions and place them on a map outline of Tennessee and the United States. Add to the map by titling items "imports" and "exports."
- 8.2.tpi.2. give examples of major imports and exports to and from pre-colonial Americas.
- 8.2.tpi.3. create a diagram showing the steps in production from the basic resource to a finished product.
- 8.2.tpi.4. after defining credit and debt, cite examples of each of these from the local community.

at Level 2, the student is able to

- 8.2.tpi.5. discuss problems businesses in early America had because each bank issued its own currency.
- 8.2.tpi.6. compare the effects of mercantilism on the American colonies and England.
- 8.2.tpi.7. know the major cultural and agricultural products of early Tennessee.
- 8.2.tpi.8. explain why giving the federal government the monopoly to coin money helped commerce in America.
- 8.2.tpi.9. describe how patents and copyrights serve as an incentive for invention and innovation.
- 8.2.tpi.10. illustrate how early Americans dealt with economic challenges. (e.g. production, marketing, transportation, and distribution).
- 8.2.tpi.11. write a short essay answering the question – How did both Native Americans and the early colonists benefit from trade with each other? Cite examples of traded goods and why one side had an advantage in producing it.
- 8.2.tpi.12. on a chart titled "cause and effect," list the provisions of mercantilism under cause, and fill out the effects on the mother country and the American colonies.
- 8.2.tpi.13. brainstorm ideas for inventions or innovations that might have been well received in early America.
- 8.2.tpi.14. interpret a graph of cotton production in the United States from 1780-1840.
- 8.2.tpi.15. compare Native Americans subsistence economy with that of a commercial colonial economy (e.g., specialization, resources used, variety of goods and services, technology, meeting a family's needs).
- 8.2.tpi.16. chart the economic assets of the North and South prior to the Civil War.

at Level 3, the student is able to

- 8.2.tpi.17. using research of information about the North and South make a list explaining how each of these factors influenced or discouraged slavery (e.g., climate and topography, types of economic activities prevalent, religious belief about slavery, historical agricultural practices).
- 8.2.tpi.18. evaluate the relative worth and problems associated with various forms of currency (e.g. gold, silver, furs, tobacco, cotton, paper currency).

- 8.2.tpi.19. choose a colonial product and make up a hypothetical situation regarding a change in demand or supply and explain how price would be affected.
- 8.2.tpi.20. list factors and conditions that make a city exist and grow and promote manufacturing.
- 8.2.tpi.21. interpret hypothetical situations that illustrate supply and demand on prices of products.

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectations:

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- 3.02 Know the location of places and geographic features, both physical and human, in Tennessee and in the United States.
- 3.03 Recognize the interaction between human and physical systems.
- 3.04 Understand the geographic factors that determined the locations of and patterns of settlements in the United States and Tennessee.
- 3.05 Understand the impact of immigration and migration on a society.

EIGHTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 8.3.spi.1. recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
- 8.3.spi.2. identify and use the key geographic elements on maps (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau).

at Level 2, the student is able to

- 8.3.spi.3. interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).
- 8.3.spi.4. use various geographic data from maps and globes to determine longitude, latitude, distance, direction.
- 8.3.spi.5. interpret a geographic map of the early United States.
- 8.3.spi.6. recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems).

at Level 3, the student is able to

- 8.3.spi.7. interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, regional growth).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 8.3.tpi.1. draw an early colonial map, and trace an individual or groups movement.
- 8.3.tpi.2. list examples of human/environmental interaction on a T chart.
- 8.3.tpi.3. use the key elements of maps, charts, graphs, and other representations to read and understand the early Colonial American information presented.
- 8.3.tpi.4. draw on a map the major topographic and political features of the United States relevant to early American history.
- 8.3.tpi.5. research and describe specific instances where humans have shaped or been shaped by the environment.

at Level 2, the student is able to

- 8.3.tpi.6. illustrate examples of communities who changed or adapted their physical environment to meet their societal needs.
- 8.3.tpi.7. examine economic and social impacts of migration and immigration on the United States.
- 8.3.tpi.8. explain how environmental issues such as water supply and resource availability influenced historical events and developments.

- 8.3.tpi.9. calculate information gathered from geographic maps, charts, and graphs.
- 8.3.tpi.10. illustrate through simulation or experimentation how topographical features may have influenced settlement and expansion in the United States.
- 8.3.tpi.11. map, chart, or graph population characteristics of the early United States when given population data with the most appropriate method or presentation.
- 8.3.tpi.12. demonstrate the effects of water supply or resource distribution on the settlement patterns through simulation or mapping.

at Level 3, the student is able to

- 8.3.tpi.13. research the effects of migration or immigration of various groups on the United States and report the findings in a written or oral manner.
- 8.3.tpi.14. draw or construct maps that represent researched historical data.
- 8.3.tpi.15. construct an accurate scale map of Tennessee illustrating some key concepts from Tennessee's role in the development of the United States.
- 8.3.tpi.16. analyze the impact of migration and immigration on a society.
- 8.3.tpi.17. create maps to represent historical events, developments, data, and trends.
- 8.3.tpi.18. create a map of Tennessee featuring the three geographic regions and major landforms.

Governance and Civics

Content Standard: 4.0

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

- 4.01 Appreciate the development of people's need to organize themselves into a system of governance.
- 4.02 Recognize the purposes and structure of governments.
- 4.03 Understand the relationship between a place's physical, political, and cultural characteristics and the type of government that emerges from that relationship.

- 4.04 Discuss how cooperation and conflict among people influence the division and control resources, rights, and privileges.
- 4.05 Understand the rights, responsibilities, and privileges of citizens living in a democratic society.
- 4.06 Understand the role the Constitution of the United States plays in the lives of Americans.
- 4.07 Understand the role that Tennessee's government plays in Tennesseeans' lives.

EIGHTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 8.4.spi.1. identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights).

at Level 2, the student is able to

- 8.4.spi.2. identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial);
- 8.4.spi.3. recognize the purpose of government and how its powers are acquired, used, and justified
- 8.4.spi.4. recognize the rights and responsibilities of individuals throughout the development of the United States.
- 8.4.spi.5. identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions and nations.
- 8.4.spi.6. recognize the rights guaranteed in the Bill of Rights.
- 8.4.spi.7. recognize the impact of major court decisions have had on American life, (i.e., Marbury v Madison, McCulloch v. Maryland, Dred Scott v. Sandford).

at Level 3, the student is able to

- 8.4.spi.8. recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, trial by jury);
- 8.4.spi.9. analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K Polk, Sequoyah, Sam Houston).

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 8.4.tpi.1. describe the components of various system of governance.
- 8.4.tpi.2. orally give reasons for the need for a system of governance.
- 8.4.tpi.3. use primary and secondary sources to list the rights, responsibilities, and privileges of a citizen living in a democratic society.
- 8.4.tpi.4. list reasons for the need for a system of governance.
- 8.4.tpi.5. compare and contrast the basic features of the political system in early Americas.
- 8.4.tpi.6. recognize the basic features of the political system in the early Americas.
- 8.4.tpi.7. explain the role of government in early America.

at Level 2, the student is able to

- 8.4.tpi.8. give examples of rights and privileges of individuals in the early Americas.
- 8.4.tpi.9. write observations on the purpose of government and how it's powers are acquired, used and justified.
- 8.4.tpi.10. compare and contrast state governments with federal governments using Tennessee as a model (e.g., federal powers, state powers, structures).
- 8.4.tpi.11. distinguish between rights and privileges of the individual.
- 8.4.tpi.12. evaluate the role of government in balancing the rights of individuals versus the common good.
- 8.4.tpi.13. diagram the major structures of the United States government as outlined in the US Constitution.
- 8.4.tpi.14. construct models of the role of government in the early Americas.
- 8.4.tpi.15. Examine the role of government in balancing the rights of individuals versus the common good
- 8.4.tpi.16. organize sources and examples of the rights and responsibilities of individuals.
- 8.4.tpi.17. research conditions, actions, and motivations that contributed to conflict and cooperation between states, regions, and nations.
- 8.4.tpi.18. use the outline of the United States Constitution to describe its major structures.
- 8.4.tpi.19. diagram the rights guaranteed in the Bill of Rights.
- 8.4.tpi.20. show how rights can come in conflict.

- 8.4.tpi.21. analyze how major court decisions have affected American life.
- 8.4.tpi.22. create a chart to list the differences between state and federal governments.

at Level 3, the student is able to

- 8.4.tpi.23. develop a policy statement that shows the relationship between citizen behaviors and the stated American ideals of a democratic form of government.
- 8.4.tpi.24. research the role of physical, political, and cultural characteristics of America on the governance of America.
- 8.4.tpi.25. differentiate the contributions and political views of Tennessee's national leaders.
- 8.4.tpi.26. demonstrate orally how an individual's rights must be tempered with the need for order.
- 8.4.tpi.27. analyze the effectiveness of public policies and citizen behaviors for realizing the stated American ideals of a democratic republican form of government.
- 8.4.tpi.28. analyze the role of physical, political, and cultural characteristics of America on the governance of America.

History

Content Standard: 5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

Era 1 - Three Worlds Meet (Beginnings to 1620)

- 5.01 Identify ancient civilizations of the Americas.
- 5.02 Understand the place of historical events in the context of past, present and future.
- 5.03 Use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.04 Recognize Tennessee's role within the early development of the Americas.

Era 2 - Colonization and Settlement (1585-1763)

- 5.05 Identify the role desire for freedom played in the settlement of the New World.
- 5.06 Understand the place of historical events in the context of past, present and future.
- 5.07 Use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.08 Understand the social, cultural and political events that shaped African slavery in colonial America.
- 5.09 Recognize Tennessee's role within Colonial America.

Era 3 - Revolution and the New Nation (1754-1820)

- 5.10 Understand the causes and results of the American Revolution.
- 5.11 Understand the place of historical events in the context of past, present and future.
- 5.12 Demonstrate how to use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.13 Identify Tennessee's role within early development of the nation.

Era 4 - Expansion and Reform (1801-1861)

- 5.14 Identify American territorial expansion efforts and its effects on relations with European powers and Native Americans.
- 5.15 Discuss sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.
- 5.16 Recognize successes and failures of reform movements of the early 1800's to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.17 Identify Tennessee's role within expansion of the nation.

Era 5 - Civil War and Reconstruction (1850-1877)

- 5.18 Recognize the causes, course, and consequences of the Civil War.
- 5.19 Identify the contributions of African Americans from slavery to Reconstruction.
- 5.20 Identify Tennessee's role within the Civil War.

EIGHTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 8.5.spi.1. contrast the characteristics of major native civilizations of the Americas;
- 8.5.spi.2. Read a timeline and order events of the past.
- 8.5.spi.3. differentiate between a primary and secondary source.
- 8.5.spi.4. recognize causes and consequences of conflict, (i.e., French and Indian, revolutionary War, War of 1812).

at Level 2, the student is able to

- 8.5.spi.5. recognize consequences of the westward expansion of the United States.
- 8.5.spi.6. classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).
- 8.5.spi.7. recognize the historical impacts of European settlement in North America.
- 8.5.spi.8. determine the social, political, and economic factors that contribute to the institution of slavery in America.
- 8.5.spi.9. interpret a timeline, detailing the development of political parties in the United States to the Civil War.
- 8.5.spi.10. interpret maps, time lines and charts that illustrate key elements of history (i.e., expansion, economics, politics, society).

at Level 3, the student is able to

- 8.5.spi.11. identify conclusions about historical events using primary and secondary sources.
- 8.5.spi.12. differentiate between primary and secondary source documents.
- 8.5.spi.13. examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).
- 8.5.spi.14. recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 8.5.tpi.1. describe the characteristics of the major native civilizations of the Americas.
- 8.5.tpi.2. sequence events of the past on a timeline.
- 8.5.tpi.3. identify the characteristics that define regions (e.g. economic, geographic, social, and political).
- 8.5.tpi.4. distinguish between primary and secondary source passage.
- 8.5.tpi.5. categorize the causes of conflict (e.g. long-term, short-term, economic, social, political).
- 8.5.tpi.6. give examples of Tennessee's political, social, economic, and geographic role in the divisions of the United States.
- 8.5.tpi.7. diagram causes and consequences of major American conflicts such as the Revolutionary War and Civil War.
- 8.5.tpi.8. create a chart of the causes and consequences of westward expansion.
- 8.5.tpi.9. categorize characteristics of a region by economic, geographic, social and political features.
- 8.5.tpi.10. give examples of contributions various ethnic, racial, immigrant, or cultural groups have made to the history of the United States.
- 8.5.tpi.11. report (written or oral) about a problem that led to a reform movement in United States history.

at Level 2, the student is able to

- 8.5.tpi.12. construct a web of cause and effect, from a list of events from a period in early United States history;
- 8.5.tpi.13. compare and contrast regions of the United States.
- 8.5.tpi.14. examine Tennessee's role as a frontier in the expansion of the United States and the relocation of Native Americans.
- 8.5.tpi.15. recognize Tennessee's political, social, economic, and geographic role in the development of the Americas.
- 8.5.tpi.16. given a list of various groups that came to America in its early history research the reasons groups left their homeland. (e.g. Irish, Blacks, Native Americans, English commoners).
- 8.5.tpi.17. interpret a historical event from multiple perspectives.
- 8.5.tpi.18. examine various reform movements in United States history prior to Reconstruction;
- 8.5.tpi.19. compare the basic tenets of major American documents with conditions of life at various points in the nation's history (e.g. Mayflower Compact, Common Sense, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, Emancipation Proclamation, Gettysburg Address).
- 8.5.tpi.20. compare and contrast the various Native American civilizations with the various European civilizations at the time of exploration.

- 8.5.tpi.22. create a timeline using primary and secondary sources on historical events in the early Americas.
- 8.5.tpi.23. illustrate through the use of maps, the cultural and environmental impacts of European settlement in North America.
- 8.5.tpi.24. construct a model showing the causes of conflict.
- 8.5.tpi.25. write a short essay describing the effects of political parties on early government in the United States;
- 8.5.tpi.26. diagram through the use of a chart the demographic changes brought about by westward movement, slavery, industrialization, and Native American relocation.

at Level 3, the student is able to

- 8.5.tpi.27. research the political, social, and economic impacts of the Civil War on the West, the South, and the North and submit reports to the class.
- 8.5.tpi.28. read John Ross letter to the Supreme Court and Andrew Jackson's letter in response to the Trail of Tears. Have students identify the major arguments and values each perspective brings.
- 8.5.tpi.29. make a timeline regarding slavery including its establishment, development, and end. Cite major events, ideas, laws, etc. in correct chronological order on the timeline.
- 8.5.tpi.30. weigh political, social, and economic impacts of conflicts on the different regions of the United States.
- 8.5.tpi.31. trace an issue's development throughout time by evaluating factors that encourage continuity or change.
- 8.5.tpi.32. appraise the relative importance of Tennessee to the development of the United States.

Individuals, Groups, and Interactions

Content Standard: 6.0

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

Learning Expectations:

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state national and world levels.

EIGHTH GRADE BENCHMARKS

Performance Indicators State:

As documented through state assessment –

at Level 1, the student is able to

- 8.6.spi.1. identify the impact of individual and group decisions on historical events.
- 8.6.spi.2. recognize the impact groups have on change at the local, state, national, and world levels.

at Level 2, the student is able to

- 8.6.spi.3. recognize examples of stereotyping, prejudice, conformity, and altruism in early American history.
- 8.6.spi.4. identify the role of institutions in furthering both continuity and change (i.e., governments, churches, families, schools, communities).
- 8.6.spi.5. recognize how groups and institutions work together to meet common needs.

Performance Indicators Teacher:

As documented through teacher observation –

at Level 1, the student is able to

- 8.6.tpi.1. create a chart for individual decisions and a chart for group decisions that impact historical events.
- 8.6.tpi.2. find examples from newspapers of the effects groups have at local, state, national, and world levels.

at Level 2, the student is able to

- 8.6.tpi.3. classify examples of stereotypes, prejudices, conformity, and altruism.
- 8.6.tpi.4. diagram role of institutions in furthering change.
- 8.6.tpi.5. write a report of how groups and institutions worked together to meet a common need.

at Level 3, the student is able to

- 8.6.tpi.6. debate the effectiveness of a public policy or citizen behavior in realizing the ideals of a democracy.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

EIGHTH GRADE

Accomplishments

In Eighth Grade, students study the history of the United States from pre-Columbian history to Reconstruction. Integrate the six social studies standards of essential content knowledge and four process skills for instructional purposes. The course will encourage students to see how ideas, values, beliefs, and events occurring in early United States history continue to influence life today.

Culture

8.1.01 Understand the nature and complexity of culture.

a. Explain how people living in the same region maintain different ways of life.
b. Analyze how human migration and cultural activities influence the character of a place.

8.1.02 Discuss the development of major religions.

a. Define religion.
b. Describe the beliefs of America's major religions and religious organizations.
c. Describe how religion contributed to the growth of representative government in the American colonies.

8.1.03 Identify the role those diverse cultures had on the development of the Americas.

a. List the various cultures that contributed to the development of the United States.
b. Identify and examine perspectives of various cultural groups within early American history.

8.1.04 Describe the influence of science and technology on the development of culture through time.

a. Identify specific technological innovations and their uses.
b. Construct a time line of technological innovations and rate their relative importance on culture.

Economics

8.2.01 Understand fundamental economic concepts and their application to a variety of economic systems.

a. Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
b. Describe the differences within economic theories such as mercantilism and capitalism.
c. List the major industrial and agricultural products of Tennessee and the United States.
d. Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
e. Analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Tennessee and early America.

8.2.02 Understand global economic connections, conflicts, and interdependence.

a. Define various types of economies and their methods of production and consumption.
b. Apply economic concepts to evaluate historic and contemporary developments.
c. Explain the economic impact of improved communication and transportation on the world economy.
d. Analyze the impact of national and international markets and events on the production of goods and services in Tennessee and early America.

8.2.03 Understand the potential costs and benefits of individual economic choices in the market economy.

a. Define microeconomic terms such as credit, debt, goods, services, domestic products, imports, and exports.
b. Analyze how supply and demand, and change in technologies impact the cost for goods and services.
c. Evaluate the relationship between creditors and debtors.
d. Explain and illustrate how values and beliefs influence different economic decisions related to needs and wants.

8.2.04 Understand the interactions of individuals, businesses, and the government in a market economy.

a. Define macroeconomic terms such as economic alignments, credit, market economy, tariffs, closed economies, and emerging markets.
b. Generalize and evaluate the process of governmental taxation on individuals and businesses.
c. Evaluate the domestic and international impact of various economic agreements.
d. Compare basic economic systems according to who determines what is produced, distributed, and consumed.
e. Explain economic factors that led to the urbanization of Tennessee and early America.
f. Trace the development of major industries that contributed to the urbanization of Tennessee and early America.
g. Explain the changes in types of jobs and occupations that resulted from the urbanization of Tennessee and early America.

Geography

8.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

a. Locate major countries and regions of the world on a map or globe focusing on those countries and regions that relate to the development of North America.
b. Identify the routes of contact between the Americas and Europe, Asia, and Africa.
c. Illustrate the geographic exchange of ideas, materials, and goods between the Americas and the rest of the world prior to the Civil War.

8.3.02 Know the location of places and geographic features, both physical and human, in Tennessee and the United States.

a. Identify major landforms, bodies of water, cities, and states.
b. Identify the physical, economic, and cultural regions of the United States.
c. Explain the factors that contribute to the placement of cities and boundaries.

8.3.03 Recognize the interaction between human and physical systems.

a. Explain how physical features such as Major River and mountain systems affected the development of early Native American and early European settlements.
b. Explain how environmental factors influenced the way of life of the various peoples of the Americas.

c. Describe how geographic features affected the development of transportation and communication networks.
d. Explain the influences of geographic features both physical and human on historical events.
e. Explain how physical processes shape the United States' features and patterns.
f. Understand the differences in population characteristics of the United States such as density, distribution, and growth rates.

8.3.04 Understand the geographic factors that determined the locations and patterns of settlements in the United States and Tennessee.

a. Explain how processes of migration affected development of settlements in the United States.
b. Explain how environmental issues such as water supply and resource availability influenced settlement patterns.

8.3.05 Understand the impact of immigration and migration on a society.

a. List the causes of migration and immigration.
b. Discuss the economic and social impact of immigration and migration on a region or country.
c. Categorize causes of migration and immigration into "push and pull" factors.

Governance and Civics

8.4.01 Appreciate the development of people's need to organize themselves into a system of governance.

a. Analyze the necessity of establishing and enforcing the rule of law.
b. Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
c. Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

8.4.02 Recognize the purposes and structure of governments.

a. Describe the purpose of government and how its powers are acquired, used, and justified.
b. Distinguish basic differences between democracy and other forms of government in other regions of the world.
c. Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.

d. Analyze the influence of diverse forms of public opinion on the development of public policy and decision-making.

8.4.03 Understand the relationship between a place's physical, political, and cultural characteristics and the type of government that emerges from that relationship.

a. Relate a people's location, population, production and consumption to the function of their government.
b. Identify models of lower to higher forms of political order.
c. Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.

8.4.04 Discuss how cooperation and conflict among people influence the division and control of resources, rights, and privileges.

a. Differentiate between rights and privileges of the individual.
b. Consider how cooperation and conflict affect the dissemination of resources, rights, and privileges.
c. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among states, regions and nations.
d. Describe and analyze the role advancements in technology have played in conflict resolution.

8.4.05 Understand the rights, responsibilities, and privileges of citizens living in a democratic society.

a. Define the differences between the individual and the state.
b. Identify and interpret sources and examples of the rights and responsibilities of citizens.
c. Describe the importance of individual rights, such as free speech and press, in a democratic society.
d. Evaluate the role of government in balancing the rights of individuals versus the common good.
e. Identify and describe the basic features of the political system in the early United States, and identify representative leaders from various levels and branches of government.
f. Analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.

8.4.06 Understand the role the Constitution of the United States plays in the lives of Americans.

a. Recognize how the Constitution defines citizen rights.
b. Explain how the Constitution is applied in every day life.
c. Apply the Constitution to individual court cases.

d. Analyze the United States Constitution in principle and practice.
e. Compare and contrast the ways the Constitution balances the "individual" versus the "state."

8.4.07 Understand the role that Tennessee's government plays in Tennesseeans' lives.

a. Identify how the Tennessee Constitution reflects the principles represented in the Constitution.
b. Identify the influences of ideas from the United States Constitution on the Tennessee Constitution.
c. Identify civic responsibilities of Tennessee and United States citizens.
d. describe the structure and functions of government at municipal, county, and state levels.
e. Identify how the different points of view of political parties and interest groups have affected important Tennessee and national issues.
f. Identify the leadership qualities of elected and appointed leaders of Tennessee, past and present.
g. Analyze the contributions of Tennessee political leaders within the national scene.

History

Era 1 - Three Worlds Meet (Beginnings to 1620)

8.5.01 Identify ancient civilizations of the Americas.

a. Identify the ancient civilizations in the Americas.
b. Explain the cultures of the Western Hemisphere's native peoples prior to European contact.
c. Evaluate the expanding intercontinental exchange and the conflicts brought on by exploration and colonization.

8.5.02 Understand the place of historical events in the context of past, present and future.

a. Describe the role religion played in Western Europe, during the age of exploration, with respect to subsequent crusading tradition and overseas exploration.
b. Explain the ways geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.
c. Describe the immediate and long -term impact early European exploration had on Native populations and on colonization in the Americas.
d. List the characteristics of the Spanish and Portuguese exploration and conquest of the Americas.

8.5.03 Acquire historical information from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

a. Recognize that the English, Spanish, Portuguese, and French differed from one another in their views regarding economics, property, and religion and this influenced the way the different cultures colonized.
b. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

8.5.04 Recognize Tennessee's role within the early development of the Americas.

a. Explain the geological factors that led to the geographic features of Tennessee.
b. Describe pre-Columbian Native American peoples and their societies.
c. List the early European explorers and their nations of origin.

Era 2 - Colonization and Settlement (1585-1763)

8.5.05 Identify the role that desire for freedom played in the settlement of the New World.

a. Discuss the search for religious, economic and individual freedom in the settlement of the colonies.
b. Classify various limits on individual freedom in Colonial America.
c. Describe the lives of free and indentured immigrants from Europe who came to North America and the Caribbean.
d. Recognize the contributions of European philosophers which influenced the religious and political aspects of colonial America as to how individuals contributed to participatory government, challenged inherited ideas of hierarchy, and affected the ideal of community.
e. Explain how the evolution of English political practice impacted the colonists' sense of freedom.

8.5.06 Understand the place of historical events in the context of past, present and future.

a. Detail the growth and change in the European colonies during the two centuries following their founding with an emphasis on New England and Virginia.
b. Explain the differences and similarities among the English, French and Spanish settlements.
c. Recognize the cultural and environmental impacts of European settlement in North America.

d. Evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.
e. Recognize the shift from utilizing indentured servitude to slavery within the colonies due to economic reasons and popular uprisings.

8.5.07 Use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

a. Read and analyze a primary source document such as diaries, letters and contracts.
b. Recognize how family and gender roles of different regions of colonial America changed across time.

8.5.08 Understand the social, cultural and political events that shaped African slavery in colonial America.

a. Recognize that the economic systems employed in the northern colonies differed from those of the southern colonies.
b. Explain how the Declaration of Independence conflicts with the institution of chattel slavery.
c. Describe the contributions of free and enslaved blacks in United States history.

8.5.09 Recognize Tennessee's role within Colonial America.

a. Identify Tennessee's natural resources.
b. Discuss how the Proclamation Line did not deter western expansion of colonials.
c. Explain the significance of the Cumberland Gap in Tennessee history.

Era 3 - Revolution and the New Nation (1754-1820)

8.5.10 Understand the causes and results of the American Revolution.

a. Explain the events that contributed to the outbreak of the American Revolution such as leaders who resisted imperial policy, the English tax on colonists from the Seven Years War, divergent economic interests, and regional motivations.
b. Know the Declaration of Independence, its major ideas, and its sources.
c. Describe the armed conflict of the Revolutionary War.
d. Explain the roles played by significant individuals during the American Revolution.

8.5.11 Understand the place of historical events in the context of past, present and future.

a. Explain the major political issues of the thirteen colonies after their independence, which led to the creation of the Articles of Confederation.
b. Explain the economic issues addressed by the Continental Congress and its subsequent successes and failures.
c. Recognize the debate over the necessity of the Bill of Rights.
d. Explain the factors and results of Shay's Rebellion.
e. Describe the birth of America's political parties.

8.5.12 Demonstrate how to use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

a. Analyze documents such as the Declaration of Independence, the Federalist Papers, the United States Constitution and the Bill of Rights.
b. Explain the differing perspectives and roles played in the American Revolution by various groups of people.

8.5.13 Identify Tennessee's role within early development of the nation.

a. Describe the events that led to the creation and the failure of the state of Franklin.
b. Examine the expansion of settlers into Tennessee.
c. Discuss the entry of Tennessee into the Union.

Era 4 - Expansion and Reform (1801-1861)

8.5.14 Identify American territorial expansion efforts and its effects on relations with European powers and Native Americans.

a. Give examples of maps, time lines, and charts that show western expansion.
b. Identify the factors that led to territorial expansion and its effects.
c. Explain the short and long term political and cultural impacts of the Louisiana Purchase.
d. Recognize the significance of the Lewis and Clark expedition.
e. Describe the Monroe Doctrine and its foreign policy goals.
f. Describe the causes, sectional divisions, Native American support for the British and results of the War of 1812.

8.5.15 Discuss sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.

a. Illustrate the demographics brought on by the Western movement, expansion of slavery, emerging industrialization and consequences for Native American groups.
b. consider the social and political impact of the theory of Manifest Destiny.

c. Analyze governmental policy in response to sectional differences.
d. Explain the events that led to the Mexican-American War and the consequences of the Treaty of Guadeloupe-Hidalgo.
e. Describe the political impact of adding new states to the Union.

8.5.16 Recognize successes and failures of reform movements of the early 1800's to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

a. Define the concept of reform.
b. Identify reform movements of early1800's.
c. describe the lives of immigrants in American society during the antebellum period and how this led to a rationale for reform movement.

8.5.17 Identify Tennessee's role within expansion of the nation.

a. Discuss the growth of Tennessee's cities and regions.
b. Evaluate the differences among Tennessee's three grand divisions.
c. Study the impact on Tennessee's history made by individuals.
d. Examine the events that led to the systematic removal of Native Americans within Tennessee and the subsequent Trail of Tears.
e. Recognize Tennessee's influence in country's westward expansion.

Era 5 - Civil War and Reconstruction (1850-1877)

8.5.18 Recognize the causes, course, and consequences of the Civil War.

a. Identify sectional differences that led to the Civil War.
b. Chart the course of major events throughout the Civil War.
c. Explain the technological, social and strategic aspects of the Civil War.
d. Weigh political, social, and economic impact of the Civil War on the different regions of the United States.
e. Understand that different scholars may describe the same event or situation in different ways.

8.5.19 Identify the contributions of African Americans from slavery to Reconstruction.

a. Recognize the economic impact of African American labor on the United States economy.
b. Analyze the social and cultural impact of African Americans on American society.

8.5.20 Identify Tennessee's role within the Civil War.

a. Identify important Civil War sites within Tennessee's borders.
b. Explain conflicts within the regions of Tennessee over Civil War issues.

c. Discuss the contributions of significant Tennesseeans during the Civil War.

Individuals, Groups, and Interactions

8.6.01 Recognize the impact of individual and group decisions on citizens and communities.

a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
b. Identify and interpret examples of stereotyping, conformity, and altruism.

8.6.02 Understand how groups can impact change at the local, state national and world levels.

a. Identify and analyze examples of tension between expression of individuality and group or institutional efforts to promote social conformity.
b. Describe the role of institutions in furthering both continuity and change.
c. Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.
d. Describe the various forms institutions take and the interactions of people with institutions.

Social Studies
Curriculum Standards

Social Studies Glossary

Abolitionists are people who wanted to put an end to American slavery.

Absolute location refers to the location of a place which is expressed exactly throughout the use of a grid system.

Accessibility describes the relative ease with which a place can be reached from other places.

Acculturation is the process of adopting the traits of a cultural group.

Aerial photography is a photograph of part of Earth's surface, usually taken from an airplane.

Adams Onis Treaty (1819) was an agreement in which Spain transferred East Florida to the United States for $5 million and the United States promised to drop its claim to Texas.

Affirmative Action refers to a policy or program designed to redress historic injustices committed against racial minorities and other specified groups by making special efforts to provide members of these groups with access to educational and employment opportunities.

African Diaspora describes the forcible resettlement of millions of African people to the Americas from the 1500s through the 1800s.

Agribusiness is the strategy of applying business practices to the operation of specialized commercial farms in order to achieve efficiency of operation and increased profit margins.

Albany Plan of Union (1754) is Benjamin Franklin's plan, aimed at providing mutual defense, to unite the colonies through a loose confederation.

Alien and Sedition Acts (1789) are a series of laws passed by the Federalists to protect the country from foreign influence, to limit Republican powers, and to silence government critics.

Allied Powers are the members who comprise the World War I alliance that included France, Great Britain, Russia, Italy and later the United States.

Alien is anyone who is not a citizen of the country in which he or she lives.

Amendment (constitutional) is a change in, or addition to, a constitution. Specifically in the United States, proposed by a two-thirds vote of both houses of Congress the request of two-thirds of the state legislatures. Ratified by approval of three fourths of the states.

American Federation of Labor (AFL) is an organization of independent skilled craft unions founded in 1886 by Samuel Gompers.

American Indian Movement (AIM) is an organization, founded in 1968 by Minnesota Chippewas, that became the major force in the Red Power movement during the 1970's.

Amnesty is an official pardon for crimes committed against the government.

Anarchists are people who oppose all forms of government.

Anarchy is the absence of formal legal order; also the social context in which legitimate political authority does not exist.

Annex is an action by which one country takes control of another country or territory.

Antifederalists were individuals who feared a powerful national government and opposed ratification of the United States Constitution.

Anti-Semitism is a hatred of Jews.

Apartheid is racial segregation; former racial policy of the nation of South Africa.

Appeasement is a policy of giving in to demands of a country or countries in an effort to avoid major conflicts.

Arbitration is a hearing in which a third party settles a dispute.

Armistice is a cease-fire.

Articles of Confederation was an agreement, enacted in 1781, in which the 13 colonies established a government of states with each state retaining power over its own affairs.

Artifacts are the material manifestations of a culture such as tools, clothing and foods

Assessed curriculum is the knowledge and skills for which evidence of student achievement is collected.

Assessment is the collection and organization of data on student progress in achieving set objectives.

Assimilation is the acceptance, by one culture group or community, of cultural traits normally associated with another.

Atmosphere is the envelope of gases, aerosols, and other materials that surrounds Earth and is held close by gravity.

Attained curriculum is the knowledge and skills students actually acquire as a result of instruction.

Authority is the right conferred by law, morality or custom, to control or direct the actions of others.

Automation is the manufacturing process that used machines to perform repetitive industrial operations faster and more efficiently than human labor could obtain.

Baby boom is the term used to describe America's soaring birth rate between 1946 and 1964.

Balance of trade is the difference in value between trade exports and imports.

Balfour Declaration (1917) is the statement issued by Great Britain declaring its support for a Jewish homeland in Palestine.

Bear market is the downward trend in stock prices.

Benevolent societies were organizations formed in America during the late 1800's and early 1900's to support and aid new immigrants.

Bicameral is the term used to describe a legislature made up of two houses.

Bill of attainder is a law that punishes a person by fine, imprisonment, or seizure of property without a court trial.

Bill of Rights (1791) is the term used to describe the first ten amendments to the United States Constitution; they were ratified in 1791.

Biomass are materials, such as wood or waste products, that can be burned or used to make fuel.

Biomes are very large ecosystems made up of specific plant and animal communities interacting with the physical environment (climate and soil.) They are usually identified with the climate and climax vegetation of large areas of Earth's surface (e.g. the Equatorial and Tropical Rain Forest Biome.)

Biosphere is the realm of Earth which all plant and animal life forms.

Benefit is something that is useful to the recipient.

Blacklists were the lists of union supporters drawn up by employers for the purpose of denying jobs to union workers.

Boundary is the limit or extent within which a system exists or functions, including a social group, a state, or physical feature.

Bonus Army is the name given to World War I veterans who marched on Washington, DC, in 1932 to support a bill granting veterans early payment of pension bonuses.

Bourgeoisie is the term to describe the middle class; originated in the Middle Ages and consisted of merchants and bankers.

Brown v. Board of Education (1954) was the Supreme Court case which declared that "separate but equal" educational facilities are inherently unequal and therefore a violation of equal protection of the law guaranteed by the Fourteenth Amendment.

Brinkmanship was the policy promoted by Secretary of State Dulles during the 1950's, which called for threatening all out war in order to confront Communist aggression.

Bull market is an upward trend in stock prices.

Business cycle is the upward and downward movement of overall economic activity over a period of years.

Cabinet is the term used to describe the Secretaries, or chief administrators, of the major departments of the federal government. Cabinet secretaries are appointed by the President of the United States with the consent of the Senate.

Capital is a factor of production; productive resources made by past human efforts used to produce other goods and services (e.g., buildings, machinery, vehicles, and tools).

Capitalism is an economic system based on a free market and private ownership of property.

Cardinal directions are the four main points of the compass: north, south, east, and west.

Carrying capacity is the maximum number of animals and/or people a given area can support at a given time under specified levels of consumption.

Cartographer is a person who designs and creates maps and other geographic representations.

Caste System is a set of divisions in society based on differences of wealth, inherited rank, privilege, profession, or occupation.

Causative factor is something that actively brings about a result.

Chauvinism is a fanatical patriotism, blind devotion to and belief in the superiority of one's group.

Checks and balances are the Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities.

Chinese Exclusion Act (1882) was a federal law that denied U.S. citizenship to people born in China and prohibited the immigration of Chinese laborers.

Chlorofluorocarbons (CFC's) are the compounds, containing carbon, chlorine, fluorine, and sometimes hydrogen; they are suspected of damaging the ozone layer.

Choropleth map show differences between areas by using colors or shading to represent distinct categories of qualities such as vegetation type or quantities such as the percentage graduating from high school, population density, or birthrate.

Circumnavigate is to sail around the world.

Citizen is a member of a political society who therefore owes allegiance to and is entitled to the government and is entitled to its protection and to political rights.

Citizenship is the status of being a member of a state, one who owes allegiance to the government and is entitled to its protection and to political rights.

Civil law is the body of law that deals with private rights of individuals, as distinguished from criminal law.

Civil liberties are areas of personal freedom with which governments are constrained from interfering.

Civil Rights are the protections and privileges given to all U.S. citizens by the Constitution and Bill of Rights.

Civil Rights Movement is the continuing efforts to gain the enforcement of the rights guaranteed to all citizens by the Constitutions.

Civil War Amendments are the Thirteenth, Fourteenth and Fifteenth Amendments, passed following the Civil War which freed slaves, granted them citizenship, and guaranteed them the rights of citizens.

Class system is a system in which members of social classes are prevented from moving into other classes.

Climate is comprised of long-term trends in weather elements and atmospheric conditions.

Climate graph (climograph) is a graph which combines average monthly temperature and precipitation data from a particular place.

Clear and present danger is a standard used to justify limitations on speech that will lead directly to harm to others.

Cold War was the competition between the United States and the Soviet Union for global power and influence.

Colonial charters are the documents granting authority to the original colonies by the British.

Columbian exchange was the transfer, initiated by Columbus's voyage, of people, ideas, plants, animals and diseases among the Americas, Europe, Asia, and Africa.

Command economy is an economic system within which decisions are made by a governmental authority.

Common law is a body of unwritten law developed in England from judicial decisions based on custom and earlier judicial decision.

Common good is the benefit or interest of a politically organized society as a whole.

Commonwealth is a political unit founded on law in which members are expected to work together for the common good.

Compact/covenant is a binding agreement made by two or more persons or parties.

Comparative advantage is when one of two individuals, regions or nations has a lower opportunity cost for producing the same goods or services.

Competency based education is a program designed to link appropriate instruction, assessment, evaluation, and intervention in assisting students to learn.

Concentric growth refers to the zonal model of urban social or economic growth, which states that a city grows outward from a central area in a series of concentric rings or zones that are occupied by distinctive social groups or land uses.

Concurrent powers are powers that may be exercised by both the federal government and the state governments.

Conscription is the compulsory draft into military service.

Consent of the governed is an agreement by the people to set up and live under a government. According to the natural rights philosophy, all legitimate government must rest on the consent of the governed.

Consumption is the expenditures on or the use of goods and services.

Constitutionalism is an idea that the powers of government should be distributed according to a written or unwritten constitution and that those powers should be effectively restrained by the constitution's provisions.

Constructivism is the idea that learning is an active process rather than a passive reception of knowledge in which students form ideas about their world by relating new information with pre-existing ideas as influenced by the social and cultural environment.

Containment was the Cold War strategy proposed by George Kennan to stop the spread of communism.

Contour map is a representative of some part of Earth's surface using lines along which all points are of equal elevation above or below a fixed datum, usually sea level.

Contraction is one phase of the business cycle characterized by a downturn in overall economic activity accompanied by rising unemployment and declining real gross domestic product.

Cooperative learning is an instructional approach in which students share elements of a task as a team to create a common basis of knowledge for which each member of the team is accountable.

Corporation is a type of business in which the money needed to run the company is obtained by selling shares of stock.

Cost is that which must be given up to obtain something else.

Country is a unit of political space, often referred to as a state.

Criminal law is the branch of law that deals with disputes or actions involving criminal penalties as opposed to civil law, it regulates the conduct of individuals, defines crimes, and provides punishment for criminal acts.

Crop-lien system is an arrangement in which sharecroppers offered crops to merchants in exchange for supplies.

Crude birthrate is the total number of live births in a year for every 1000 people in a population.

Crude death rate is the total number of deaths in a year for every 1000 people in a population.

Culture is the learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations and their material goods, food, clothing, buildings, tools and machines.

Cultural diffusion is the spread of cultural elements from one culture to another.

Curriculum is a plan of educational expectations pertaining to what students would know and be able to do in a particular discipline that guides instructional activities, use of materials, assessment, etc.

Declaration of Independence (1776) is the document adopted by the Second Continental Congress that justified and outlined reasons for the American separation from Great Britain.

Deforestation is the destruction and removal of forest and its undergrowth by natural or human forces.

Delegated powers are powers granted to the national government under the Constitution, as enumerated in Articles I, II, and III.

Demand is the amount of goods or services that buyers are willing and able to purchase at various prices in a given time period.

Demobilization is the shift from wartime preparations to a peacetime economy.

Democracy is the form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Demographic change is a change in population size, composition, rates of growth, density, fertility and mortality rates, and patterns of migration.

Demography is the study of population statistics, changes, and trends based on various measures of fertility, mortality, and migration.

Density is the population or number of objects per unit area.

Depression is a sharp drop in business activity accompanied by rising unemployment.

Desertification is the spread of desert conditions in arid and semiarid regions resulting from a combination of climatic changes and increasing human pressures, such as overgrazing, removal of vegetation, and cultivation of marginal land.

Détente is the lessening of military and diplomatic tensions between countries.

Developmental level is one of a series of stages in the development of the intellect which proceed from the perception of concrete objects to the formal reasoning involved in the formation and interpretation of concepts.

Developmentally appropriate is a curriculum and instruction designed to reflect the cognitive, motor, social and emotional levels of the students.

Diagnostic is the practice of investigating the cause or nature of a condition or situation.

Diffusion is the spread of people, ides, technology, and products among places.

Direct primary is the nominating election in which voters choose candidates to run in a general election.

Disarmament is the reduction of limitation in the amount of nation's military weapons.

Disposition is a prevailing tendency to act in a certain manner under given circumstances.

Dissenters are people who disagree with opinions expressed by the majority.

Distribution is the arrangement of items over a specified area.

Dividends are portions of a company's profits received by its stockholders.

Divine right is the theory of government that holds that a monarch received the right to rule directly from God and not from the people.

Doctrine of nullification is the theory of the states' rights to refuse to obey any act passed by Congress that they consider unconstitutional.

Domestication is the adaptation and control of plants and animals.

Dred Scott decision (1857) was the Supreme Court case in which Scott, a slave, was declared not to be a citizen and therefore not able to bring a suit for his freedom in U.S. courts.

Due process of law is the right of every citizen to be protected against arbitrary action by government.

Duty is a tax on imports.

Ecology is the study of the interactions of living organisms between themselves, their habitats, and the physical environment.

Ecosystem is a system formed by the interaction of all living organisms with each other and the physical and chemical factors of the environment in which they live.

Elastic clause is the "necessary and proper" clause that allows Congress to expand its powers beyond those limits outlined in the United States Constitution.

Electors are people selected by state legislatures to case electoral votes for president and vice president.

Elevation is a height of a point or place above sea level.

Entrepreneurship is a factor of production; the productive resources supplied by a profit seeking decision maker who decides what economic activities to engage in and how they should be undertaken.

Enumerated powers are powers that are specifically granted to Congress by Article I, Section 8 of the Constitution.

Environment is everything in and on Earth's surface and its atmosphere within which organisms, communities or objects exist.

Equal protection clause is the Fourteenth Amendment provision that prohibits states from denying equal protection of the laws to all people such as discriminating against individuals in an arbitrary manner such as on the basis of race.

Equal Rights Amendment (ERA) was placed before Congress in 1923, the ERA stated that "Equal rights under the law shall not be denied or abridged by the Untied States or any State on account of sex." ERA passed Congress in 1972 but the required three quarters of the states failed to ratify it.

Equator, latitude 0 degrees, is an imaginary line running east and west around the globe and dividing it into two equal parts known as the Northern and Southern Hemispheres; that place on Earth which always has approximately twelve hours of daylight and twelve hours of darkness.

Era is a time period set off or typified by some prominent figure (s) or characteristic feature.

Escalation is the increase or buildup of military forces or weapons.

Established church or established religion is an official, state-sponsored religion.

Establishment clause is the clause in the First Amendment that states the government may not set up, or establish, an official religion.

Ethnicity is a group of people that can be identified within a larger culture or society on the basis of such factors as religion, ancestry, or language.

Ethnocentrism is the belief the inherent superiority of one's own group and culture; a tendency to view all of the groups or cultures in terms of one's own.

Evaluation is an interpreting assessment data and making judgments about the extent of student achievement in reaching objectives.

Excise taxes are the taxes on the manufacture, sale, or consumption of a manufactured article within a county.

Executive power is the power of the president to implement and enforce laws.

Expansion is one phase of the business cycle in which there is a sustained increase in economic activity (a peak represents the end of an expansion.)

Factors of production are the resources used to produce goods and services (i.e. land, labor, capital, entrepreneurship).

Fauna is the animal life of an area or region.

Fertility rate is the average number of children a woman will have during her child bearing years (15 to 49 years of age).

Feudalism was the system in the Middle Ages in which nobles pledged military assistance and loyalty to rulers in return for land and protection.

Fiscal policy is the use of government spending and taxing powers to influence macroeconomic goals.

Federal supremacy clause is Article VI of the Constitution provides that the constitution and all federal laws and treaties shall be the "supreme Law of the Land." Therefore, all federal laws take precedence over state and local laws.

Federal system or federalism is the form of political organization in which governmental power is divided between a central government and territorial subdivisions specifically in the United States, among the national, state, and local governments.

Federalists were advocates of a strong national government and supporters of adoption of the U.S. Constitution.

Feudalism was the political and economic system in which a king or queen shared power with the nobility who required services from the common people in return for allowing them to use the noble's land.

Flora is the plant life of an area or region.

Flow map is a map with arrows or lines illustrating the diffusion of peoples, ideas, products, etc.

Founders were the people who played important roles in the development of the national government of the United States.

Formal region is a region defined by the uniformity or homogeneity of certain characteristics, such as precipitation, landforms, subculture, or type of economic production.

Free trade is the policy of having no restrictions over imports or exports.

Framers were the delegates to the Philadelphia Convention held in 1787 and those who wrote and ratified the Bill of Rights.

Franchise is the right to vote.

Free exercise clause is the clause in the First Amendment that states the government shall make no law prohibiting the free practice of religious beliefs.

Freedom to assemble is the freedom of people to gather together in public.

Freedom of conscience is the freedom of belief.

Freedom of expression refers to the freedoms of speech, press, assembly and petition that are protected by the First Amendment.

Freedom of petition is the freedom to present requests to the government without reprisal.

Freedom of the press is the freedom to print or publish without government interference.

Freedom of religion is the freedom to worship as one pleases.

Freedom of speech is the freedom to express oneself, either verbally or non-verbally, that is symbolically.

Functional region is the functional unity of a region is often provided by a strong node or center of human population and activity. Regions that are defined by their ties to a central node are classified as nodal or functional regions.

Fundamental rights are rights considered to be essential.

Genocide is the deliberate annihilation of an entire people.

Geographic Information System (GIS) is a geographic database that contains information about the distribution of physical and human characteristics of places or areas.

General welfare is the good of society as a whole.

Globe is a scale model of Earth that represents area, relative size and shape of physical features, distance between points, and true compass direction.

Glyph is a picture or symbol used in the Olmec and other picture writing systems.

Good is any object that is capable of satisfying a human want.

Government is comprised of institutions and procedures through which a territory and its people are ruled.

Grid is a pattern of lines on a chart or maps, such as those representing latitude and longitude, which helps determine absolute location and assists in the analysis of distribution patterns or an intersecting pattern of lines on a chart.

Gross domestic product (GDP) is the total monetary value of goods and services produced in a country during one year.

Gross national product (GNP) is the Gross Domestic Product adjusted to include the value of goods and services from other countries subsequently used in producing goods and services in the home country.

Guerrilla warfare utilizes military tactics of using hit and run skirmishes while avoiding direct battles.

Habeas corpus is a court order demanding that the individual in custody be brought into court and shown the cause for detention. Habeas corpus is guaranteed by the Constitution and can be suspended only in cases of rebellion or invasion.

Harlem Renaissance was a period of African American artistic development during the 1920's in New York City's Harlem area.

Hemisphere is a half of a sphere.

Holocaust was the systematic slaughter of European Jews with other groups such as homosexuals and political dissenters by the German Nazis during World War II.

Human rights are basic rights and freedoms to which all people are entitled, including freedom from unlawful detention or torture.

Hydrologic cycle is the continuous circulation of water from the oceans, through the air, to the land, and back to the sea. Water evaporates from oceans, lakes, rivers, and the land surfaces and transpires from vegetation. It condenses into clouds in the atmosphere, which may result in precipitation returning water to the land. Water then seeps into the soil or flows out to sea, completing the cycle.

Ideology is the combined doctrines, assertions, and intentions of a social or political group that justify its behavior.

Impeachment is the power of Congress to remove the president, vice president, federal judges, and other federal officers from office.

Imperialism is the practice of extending the power of a nation by direct territorial acquisition of colonial empires.

Impressment is the practice of kidnapping and forcing people into public service.

Income is comprised of payments received by households, businesses, and governments in a given time period that may be spent or saved.

Individual rights are rights possessed by individuals as opposed to those rights claimed by groups.

Indentured servant is a person who agreed to work for a specified time for the person who paid his or her way to America.

Industrialization is the growth of machine production and the factory system. The process of introducing manufacturing into countries or regions where most of the people are engaged in primary economic activities.

Infant mortality rate is the average number of deaths among infants under one year of age for every 1,000 live births.

Inflation is an upward movement in the general level of prices which results in a reduction in the amount of goods and services that can be purchased with a given amount of money.

Initiative is an election reform that gives voters the power to introduce legislation.

Institution is an organization such as Congress, the presidency, and the court system that play a significant role in the making, carrying out, and enforcing laws, and managing conflicts about them.

Instructional objective is an indicator of what students should know and be able to do at a particular level of their educational experience.

Interdependence is the reliance by people, within and between places, upon each other for ideas, goods, services, etc.

Interdisciplinary is a curriculum approach that applies knowledge from more the one discipline to examine a problem or topic.

Interest is the payment for the use of capital or saving.

Intermediate directions are the points of the compass that fall between the four cardinal points (e.g. northeast, southeast.)

Internment is an imprisonment.

Iroquois League was the confederation of Native American tribes formed in the 15th or 16th century; also called the Six Nations.

Isolationism is the policy of avoiding international political economic alliances.

Judicial power is the power to manage conflicts about the interpretation and application of the law.

Judicial review is the doctrine that permits the federal courts to declare unconstitutional and thus null and void acts of the Congress, the executive, and the states.

Labor is a factor of production; the talents, training, and skills of people which contribute to the production of goods and services.

Laissez faire is the doctrine opposing governmental interference in economic affairs beyond the minimum necessary for the maintenance of peace and property rights.

Land is a factor of production; productive resources occurring in nature (e.g., coal, air natural, gas, water.)

Land use is the range of uses of Earth's surface made by humans.

Landform is the shape, form or nature of a specific physical feature of the Earth's surface (e.g., mountains, plains, plateaus).

Latitude, assuming that the Earth is a sphere, is a point on the surface that is the angle measured at the center of the Earth between a ray lying on the plane of the Equator and a line connecting the center with the point on the surface.

Legend is an explanatory description or key to features on a map or chart.

Legislative powers are the power to make laws.

Legitimacy is the acceptance as right and proper.

Life expectancy is the average number of remaining years a person can expect to live under current mortality levels in a society.

Linkage is the contact and flow of ideas, information, people, and products between places.

Location is the position of a point on Earth's surface expressed by means of a grid (absolute) or in relation (relative) of the position of other places.

Longitude is the position of a point on Earth's surface expressed as its angular distance, east or west from the prime meridian to 180 degrees.

Macroeconomic is the study of an economy as a whole.

Magna Carta is the document signed by King John of England in 1215 A.D. that guaranteed certain basic rights.

Manifest Destiny is the phrase coined in 1845 to express the belief that United States was destined to extend its boundaries westward to the Pacific Ocean.

Map is a graphic representation of a portion of Earth that is usually drawn to scale on a flat surface.

Marbury V. Madison (1803) is the case in which the Supreme Court held that it had the power of judicial review over acts of Congress.

Market is the interaction of the buyers and sellers of a particular good or service; this exchange of information about prices and quantities bought and sold need not be located in a particular place.

Marshall Plan is the U.S. foreign policy named after Secretary of State George Marshall that gave substantial aid to Western European countries after World War II from 1948-1952 to rehabilitate their economies.

Mayflower Compact is the document drawn up by the Pilgrims in 1620 while on the Mayflower before landing at Plymouth Rock which provided for self-government.

Mercantilism is the doctrine that the economic interests of a nation can be strengthened by tariffs, increased foreign trade, monopolies, and by a balance of exports over imports.

Meridian is an imaginary great circle on the surface of the Earth passing through the poles and any given place and used to measure longitude.

Migration is the act or process of people moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time.

Mixed market economy is an economic system that contains elements of a market economy along with elements of a command and/or traditional economy.

Monarchy is a government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

Mountains are high elevation landform features composed mostly of steep slopes and large amounts of local relief within a specified area.

Multiculturalism is a pluralistic society in which there are a number of subcultures.

Multiple causation is the idea that events have more than one contributing cause.

Multiple tier time line is a time line that utilizes two or more rows of events, each row representing a different subject or perspective occurring during the period under study.

Narrative is a story; description of related events.

Nation is a cultural concept for a group of people bound together by a strong sense of shared values and cultural characteristics including language, religion, and common history.

Nativism is a policy of favoring native born Americans over immigrants.

Natural rights include a belief that individuals are naturally endowed with basic human rights; those rights that are so much a part of human nature that they cannot be taken away or given up as opposed to rights conferred by law.

Nineteenth Amendment is an amendment to the Constitution, ratified in 1920, guaranteeing women the right to vote, and which the state of Tennessee cast the positive deciding vote.

Network use a pattern of links between points along which movement can take place.

Nobility is a group of persons having legally recognized titles, usually of a hereditary nature, who compose the aristocracy in a society.

Nonrenewable resource is a finite resource that cannot be replaced once it is used.

Opportunity cost is the value of the next best alternative when an economic choice is made.

Override is the constitutional power that allows Congress to overrule a presidential veto with a two-thirds vote.

Ozone layer is a thin veil of molecules, located some 10 to 30 miles above the earth's surface that protects the earth from UV rays.

Parallel is an imaginary circle on the surface of the Earth paralleling the equator and used to measure latitude.

Pilgrims were the people who left England because of religious conflict and sailed aboard the Mayflower to North America where they founded Plymouth Colony.

Places are locations having distinctive characteristics that give them meaning and character and distinguish them from other locations.

Plate tectonics include the theory that Earth's surface is composed of rigid slabs or plates. The divergence, convergence, and slipping side by side of the different plates is responsible for present day configurations of continents, oceans basin, and major mountain ranges, and valley systems.

Plessy v. Ferguson (1896) is the Supreme Court case in which the court upheld segregation by ruling that "separate but equal" facilities did not violate the Fourteenth Amendment.

Political culture includes the fundamental beliefs and assumptions of a people about how government and politics should operate.

Political party is any group, however loosely organized, that seeks to elect government officials under a given label.

Political rights are the rights to participate in the political process.

Population density is the number of individuals occupying an area derived from dividing the number of people by the area they occupy.

Portfolio is a purposeful collection of evidence pertaining to student learning.

Population pyramid is a bar graph showing the distribution by gender and age of a country's population.

Preamble is the introduction to a formal document that explains its purpose.

Precedent is an action that may serve as a guide for future, similar actions.

Primary source is an account of an event by someone who was present at the event.

Prime meridian (Greenwich meridian) is 0 degrees; the standard meridian from which longitude is measured. The prime meridian crosses Greenwich in London, England, the site of the Royal Naval Observatory.

Principle is a basic rule that guides or influences thought or action.

Production is the act of combining land, labor, capital, and entrepreneurship to make goods and services.

Prohibition- legal ban on the manufacture, transportation, and sale of alcoholic beverages.

Public policy includes the laws, regulations, and decisions that govern a political entity.

Puritan ethic is the belief in the primacy of religious duty, work, conscience, and self-restraint in the life of the individual.

Recall is an election reform that allows voters to remove an elected official from office by calling for a new election.

Reclamation is the process of making damaged land productive.

Referendum is an election reform that allows voters to place a measure on the ballot.

Region is an area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.

Relative location is the location of a point relative to another point or points.

Renewable resource is a resource that can be regenerated if used carefully.

Reparations are payments of damages.

Representative democracy is a form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Republican government is the system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

Resource is an aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value.

Revolution is a complete or drastic change of government and the rules by which government is conducted.

Royalty are kings, queens, and members of their families.

Rule of law is the principle that every member of a society, even a ruler, must follow the law.

Salinization is the process by which high salinity soils are formed in arid areas where evaporation rates are high.

Scale maps the relationship or ratio between a linear measurement on a map and the corresponding distance on Earth's surface.

Secondary source is an account of an event by someone who was not present at the event.

Segregation is a separation of races.

Self-determination is the right of people to govern themselves.

Separation of church and state is the concept that religion and government should be separate; basis for the establishment clause of the First Amendment.

Separation of powers is a division of governmental power among several institutions that must cooperate in decision making.

Service is an economic activity that satisfies a consumer's want.

Settlement pattern is the spatial distribution and arrangement of human habitations, including rural and urban centers.

Site is the specific place where something is located, including its physical setting.

Social contract is an agreement among all the people in a society to give up apart of their freedom to a government in return for protection of their natural rights.

Socialism is a system under which government or worker cooperatives own all means of production and distribution.

Sovereignty is the ultimate, supreme power in a state; in the United States, sovereignty rests with the people.

Stagflation is an economic condition in which inflation is accompanied by unemployment.

Strict construction is the theory set forth by Thomas Jefferson that the federal government possess only those powers that the United States Constitution specifically allows.

Suffrage is the right to vote.

Supply is the amounts of goods and services that firms are willing and able to provide at various prices in a given time period.

Tariff is an official schedule of taxes imposed by a government on imports or exports.

Technology is an application of knowledge to meet the goals, goods and services needed and desired by people.

Tectonic plates are the sections of Earth's rigid crust that move as distinct units on a plastic like mantle on which they rest.

Time zone is a division of Earth, usually of longitude 15 degrees, within which the time at the central meridian of the division represents the whole division.

Thematic map is a map representing a specific spatial distribution, theme or topic (e.g., population distribution, religions of the world, types of climate).

Topographic map is a detailed map on a large scale illustrating selected physical and human features of a place.

Topography is the shape of Earth's surface.

Trade off is the sacrifice of one option for another; the use of a resource, good, or service in a particular way precludes other uses for the same resource, good, or service.

Treason is an offense of openly attempting to overthrow a government to which a person owes an allegiance, or of killing or personally harming the head of that government or his or her family.

Treaty is a formal agreement between sovereign nations to create or restrict rights and responsibilities.

Trust is a group of companies that give control of their stock to a board of directors, which then runs the companies as a single enterprise.

"Unalienable" rights are fundamental rights of the people that may not be taken away.

Unenumerated rights are rights which are not specifically listed in the Constitution or Bill of Rights, but which have been recognized and protected by the courts.

Unilaterialism is a one sided or independent action in foreign affairs.

United Nations is the international organization comprising most of the nations of the world, formed in 1945 to promote peace, security, and economic development.

Veto is a Constitutional power of the president to refuse to sign a bill passed by Congress, thereby preventing it from becoming a law. The president's veto may be overridden by a two-thirds vote of both the Senate and House of Representatives.

Virginia Plan was James Madison's proposal during the Constitutional Convention of shifting power away from the states toward a central government.

Want is a psychological or physical desire that may be fulfilled through the consumption of goods and services.

World court is a court in The Hague, the Netherlands, set up by the United Nations Treaty to which nations may voluntarily submit disputes.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC

NOTICE

Reproduction Basis

☑ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").